

1. Record Nr.	UNINA9910817258403321
Autore	Dwyer James G. <1961->
Titolo	Vouchers within reason : a child-centered approach to education reform // James G. Dwyer
Pubbl/distr/stampa	Ithaca ; ; London : , : Cornell University Press, , 2002
ISBN	1-5017-2384-7
Descrizione fisica	1 online resource (vii, 248 pages)
Disciplina	379.1110973
Soggetti	Educational vouchers - Law and legislation - United States Educational vouchers - United States School choice - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 217-242) and index.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgments -- Introduction -- 1. Vouchers and Adult-Centered Legal Reasoning -- 2. Education Reform and Adult-Centered Political Theory -- 3. A Utilitarian Assessment of Vouchers -- 4. A Moral Rights-Based Assessment -- 5. Making Sense of Antiestablishment Principles -- 6. The Equal Protection Strategy for Compelling Aid to Religious Schools -- 7. An Introduction to the Real World -- 8. A Moral Assessment of Existing Voucher Programs -- Conclusion -- Notes -- Index
Sommario/riassunto	Observing the storm of recent debates around school vouchers, James G. Dwyer concludes that the welfare of children has been routinely subordinated to the interests and supposed rights of various groups of adults-parents, teachers, taxpayers, and advocates for ideological causes. Dwyer argues that a truly child-centered approach to education reform would yield dramatically different conclusions regarding the morality and constitutionality of government initiatives to improve public and private schooling in America. Dwyer makes the case that state funding of religious and other private schools is not only permissible, but mandatory, as a moral and constitutional right of the children already in private schools. In Vouchers within Reason, he also demonstrates the necessity of attaching to that funding robust standards for the content and nature of instruction and for treatment of

students. These are just the sort of regulatory strings that most current supporters of vouchers fear. In the author's view, vouchers represent an opportunity for states to accomplish what they have been unable to do in the past—namely, to bring academic accountability to religious schools, many of which fail to provide a good secular education. He sees voucher programs that are now in place as morally irresponsible and clearly unconstitutional, however, because they require almost nothing of recipient schools in return for the funding. This book reorients the hot topic of universal school vouchers in a new and vital direction that may change the minds of scholars, educators, and policymakers alike.
