

1. Record Nr.	UNINA9910972284203321
Autore	Street Paul Louis.
Titolo	Segregated schools : educational apartheid in post-civil rights America // Paul Street
Pubbl/distr/stampa	New York : , : Routledge, , 2005
ISBN	1-136-08066-X 0-203-35010-3 1-299-28747-6 1-136-08058-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (227 p.)
Collana	Positions : education, politics, and culture
Disciplina	379.2/63/0973
Soggetti	Segregation in education - United States Educational equalization - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; SEGREGATED SCHOOLS; Title Page; Copyright Page; Table of Contents; SERIES EDITORS' INTRODUCTION; Introduction: No Birthday Bash for Brown; 1 Still and Increasingly Separate; 2 Still Savage School Inequalities; 3 Separate But Adequate; 4 The Deeper Inequality; 5 Why Separatism Matters; NOTES; INDEX
Sommario/riassunto	Fifty years after the US Supreme Court ruled that ""separate but equal"" was ""inherently unequal,"" Paul Street argues that little progress has been made to meaningful reform America's schools. In fact, Street considers the racial make-up of today's schools as a state of de facto apartheid. With an eye to historical development of segregated education, Street examines the current state of school funding and investigates disparities in teacher quality, teacher stability, curriculum, classroom supplies, faculties, student-teacher ratios, teacher' expectations for students and students' expec