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Chapter 1 : Education in England - Chapter 6

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July 2, DOI: The deleted material, the board said, did not comply with a new state law requiring public schools to teach abstinence until marriage in their comprehensive health education program for students in kindergarten through ninth grade. If asked about AIDS, teachers were to say only that the disease is caused by a virus that is transmitted primarily by contaminated needles and illegal homosexual acts. These actions came after months of debate in the county about how to handle sex education in accordance with the new law, which allows school districts to offer more comprehensive sexuality education only after a public hearing and a public review of instructional materials. Instead, they are urged to focus exclusively on abstinence as a means of preventing pregnancy and STDs. State legislatures are also feeling the pressure. Of the 51 sex education bills that were considered by state legislatures through March , 20 pertain to making abstinence the focus of sex education in public schools. The Mississippi legislature established abstinence education as the "standard for any sex-related education taught in the public schools. Gilmore on the grounds that the decision of whether to offer sex education should be left to local school boards. According to dozens of sexuality education proponents interviewed for this report during the latter half of and in early , the push for abstinence-only education is only the most visible element of a larger conservative strategy to eliminate more comprehensive programs. Other proposals include eliminating coeducational classes and changing the parental consent process in ways that sex education proponents warn could make participation in sex education more complicated for students and costly for schools. But proponents say that they also bear some responsibility for the current turmoil themselves, both because they have allowed opponents of sex education to foster the misperception that the comprehensive programs generally do not teach abstinence and because they have failed to effectively articulate the goals of sex education. Although sex education is often discussed and evaluated in terms of its role in reducing adolescent pregnancy and STD rates, supporters say its primary goal is broader: Unfortunately, notes Michael McGee, vice president for education at the Planned Parenthood Federation of America, programs today are judged almost exclusively according to "whether they feature abstinence, rather than whether they promote health. According to many sex education supporters, their opponents are putting enormous pressure on school boards to curtail sexuality education programs and are intimidating school administrators and teachers, who in turn are becoming increasingly cautious about what they teach, even when they are under no formal constraints. Sexuality Education Today Efforts to undermine sexuality education are not new, of course. Sex education has been a target of right-wing groups since the s, when the John Birch Society and other ultraconservative organizations charged that such programs were "smut," "immoral" and "a filthy communist plot. By the early s, legislatures in 20 states had voted to restrict or abolish sexuality education. Everett Koop called for sex education in schools beginning as early as the third grade. The lives of our young people depend on our fulfilling our responsibility. Some of these states also required instruction in sexuality education. In addition, since , the Centers for Disease Control and Prevention CDC have provided financial and technical assistance to state and local education agencies, national organizations and other institutions to improve HIV education in schools. Some states appeared to encourage only limited instruction, however. For example, while laws and policies in 23 states specified that all sexuality education must include instruction about abstinence, only 13 states required such courses to cover contraceptive methods. Many of these guides exclude such topics as abortion, homosexuality and masturbation because they are considered too controversial. In a national survey, more than nine in 10 women aged said they received instruction, as did about seven in 10 women aged Even then, the information they receive may be insufficient. In fact, there is often wide variation in what is taught, both within school districts and even within the same school. A New Strategy Since the early s, sex education advocates report, opponents have brought increasing pressure to bear on school officials and teachers as they have refocused their efforts

on local school boards and state legislatures. Prior to that time, opponents had concentrated primarily on national politics. According to SIECUS, more than local disputes over sexuality education occurred in all 50 states between and Promoting Abstinence Abstinence-only proponents assert that the more comprehensive programs focus principally on teaching students about contraception and safer sex techniques and that the programs provide little or no instruction on abstinence. They also contend that sex education programs condone homosexuality, teach students how to have sex and undermine parental authority. In a survey, for example, nine in 10 teachers of sexuality education in grades reported that they taught their students about abstinence. Moreover, researchers have found no methodologically sound studies that show abstinence-only programs delay the initiation of sexual intercourse. This may stem in part from the skillful promotion of these programs. Their supporters "promise school boards and parents that if schools let them come in and teach an abstinence-only curriculum, children will not have sex," reports Debra Haffner. The question then becomes how long a delay is expected. Many abstinence-only curricula teach young people to forgo sex until marriage - an ambitious goal in a country where people typically do not marry until their mids. For example, the abstinence-only curriculum Me, My World, My Future likens use of condoms to playing Russian roulette: The more often that the [sex] act is repeated, the more opportunity there is for condom failure. Condoms are breaking, birth control is failing, and many kids and young people are just dying. While these may not appear on the surface to be an attack on sexuality education, those who favor comprehensive instruction believe the ultimate goal behind such proposals remains the elimination of sexuality education from the public schools. They fear that the adoption of these measures would present obstacles that would undermine comprehensive sex education programs. For example, while comprehensive sex education advocates acknowledge that it may at times be beneficial to separate the sexes when discussing puberty with elementary school children, for example , they believe that the elimination of coeducational classes would deprive students of the opportunity to learn how to communicate effectively with members of the opposite sex and how to resist pressure to have sex. The paperwork that would be required to administer the proposed changes to existing parental consent policies also concerns these advocates. The so-called "opt-out" policy currently used in the vast majority of school districts requires that parents take the initiative to inform the school if they do not want their child to participate in sexuality education. As a result, they fear that discussion of controversial topicsâ€”masturbation, sexual orientation, abortion and, increasingly, contraceptionâ€”could jeopardize their careers, according to many sex education proponents. Ultimately, proponents say, teachers believe their careers are at stake. Nevertheless, the perception among teachers is that this pressure not only exists but has also intensified in recent years. Whether the pressure to avoid controversial subjects is real or imagined is a matter of debate. Fear of controversy deters many school officials from taking a high-profile position on sex education, proponents say. Although undergraduate programs for aspiring teachers generally have at least one course on sexuality education or health education, many of these schools do not require prospective teachers to take such a course. In a survey of college-based teacher certification programs, for example, fewer than two-thirds required candidates seeking certification in health education to take a course on sexuality, 36 even though sexuality education is most commonly provided by health education teachers. Furthermore, very few programs require a course in how to teach these subjects: The states share the blame for this problem, because few require that teachers of sexuality education or HIV and AIDS education teachers be certified in a relevant subject, such as health education. You lose personal and professional days and [often] have to pay for a substitute. In the survey of health education teachers, nearly a third of middle school and senior high school teachers reported receiving in-service training on HIV prevention during the two years preceding the survey. Classroom Consequences The perception among teachers that they lack support for their workâ€”as well as their lack of trainingâ€”affects what happens in the classroom, sex education proponents report. Even when the school system itself places no restrictions on the subjects covered, teachers limit their discussion of controversial topics, according to several people interviewed for this article, including the retired teachers. This occurs despite the fact that the vast majority of teachers believe that it is important for students to get

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information about birth control, AIDS and other STDs, sexual decision-making and homosexuality, as well as abstinence. Supporters of comprehensive sexuality education report that increasingly, teachers limit their lessons to "safe" topics such as anatomy and abstinence. In addition, some say, sex is often linked with illegal drugs, disease and death. The message many students are getting, says former sexuality education teacher Diane Burger of Pennsylvania, "is that sex is bad for your body and dangerous. States plan to use their funds to support media campaigns, public education efforts, mentoring and counseling activities and curriculum development in addition to school-based programs. Even money given to schools exclusively for after-school programs may have a chilling effect, says Daniel Daley, director of public policy at SIECUS, because it may give teachers the impression that this is all they may teach. Lack of ease with the subject matter is another obstacle. The paucity of training and in-service opportunities means that some teachers have not had an opportunity to resolve their own tensions and anxieties about the issues they are expected to discuss with students. It sounds touchy-feely, but it is different getting up in front of a class and talking about oral sex than it is talking about algebra. As Kantor points out, research shows that "interactive, experiential techniques, such as small-group discussions, role-play exercises and brainstorming rather than didactic approaches make a difference. This is a very important shift in the field, but - there is no training for public school teachers in how to use these more sophisticated teaching techniques, and no opportunity for them to become comfortable with more student-centered learning. Undergraduate institutions should require prospective teachers in certain disciplines, such as health education, to take both subject-matter and methodology courses on sexuality and STD and HIV education, say sex education advocates. In addition, they say, all states should have or adopt certification requirements for teachers of sex education and HIV and STD education. States should also require that school districts do more to facilitate staff development. In , the Hawaii legislature adopted a resolution along these lines, urging the state department of education to study the feasibility of requiring all health teachers to be certified to teach health, to take five continuing education classes in specified health-related areas including teenage pregnancy and STD and HIV prevention , and to be evaluated, along with their curriculum, by students. Proponents of comprehensive sex education suggest that communities create local advisory committees composed of parents, religious leaders, medical professionals and other community leaders to review and approve curricula, books and other materials being proposed for use in a sexuality education course. Some states already require that such a committee be established. Nichols and others point out that while committee members may not agree on every issue, once they reach a decision the committees generally stand behind it, even when challenged. This solid backing, Nichols notes, provides protection for teachers. Advisory committees have the additional advantage of encouraging parents to become more involved in the development and implementation of sexuality education courses. In a novel approach to this issue, Washington State permits parents to remove their child from mandated AIDS education classes, but only after the parents have attended a program offered by the school district on weekends and evenings to review the curriculum and to meet the teacher. On a broader level, sex education advocates believe that continuing to make the case for comprehensive programs is critical. In several California communities, for example, parents and teachers have successfully opposed efforts by conservative, anti-sex-education school board members to implement an abstinence-only curricula or otherwise undermine sex education. In Hemet, for example, the school board was forced to back down from its abstinence-only approach to AIDS education after parents and teachers sued the school system. Similarly, parent protests stopped the school board in Ventura County from proceeding with its plan to bar HIV-instruction training for teachers. One recent study did find that teenagers who participated in an abstinence program were less likely than a control group to report having intercourse in the three months following the intervention; however, the effect had disappeared at the six- and month follow-up. Louis Harris and Associates, , p. Mississippi Legislature, House Bill No. Haffner DW and deMauro D, , op. Department of Health and Human Services, Abma JC et al. Kirby D, School-based programs to reduce sexual risk-taking behaviors: Applied Research Center, Forrest JD and Silverman J, , op cit. Kirby D, No Easy Answers: Kirby D, , op. Choosing the Best, Inc. Me, My World, My

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Future, , op. Choosing the Best, , op.

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Chapter 2 : National Council for Black Studies - Wikipedia

A reference source to the University Council on Education for Public Responsibility, the document covers the formation, functions, and development of the Council over the past 14 years. Chapter 1 provides an historical background of the Council. The following two chapters describe specific.

FAQs What are institutionally related foundations? Institutionally related foundations are separate c 3 nonprofit organizations dedicated to the support of a college, university, university system, school district or teaching hospital. While most institutionally related foundations are affiliated with public institutions, some private colleges and universities have also established such foundations. About two-thirds of institutionally related foundations are responsible for soliciting private support to benefit the educational institution to which they are related and for managing and investing private support, while the remaining third solely manage and invest private support. Back to Top Are institutionally related foundations the same as private foundations? Institutionally related foundations are "public charities" as defined by the Internal Revenue Code. As such, they receive funds from many different donors in the form of charitable contributions. Private foundations, as defined in the Internal Revenue Code, are distinct from public charities and subject to different rules. Most private foundations are established by individual donors, they do not solicit funds, and they are governed by boards controlled by donors, family members or representatives of donor corporations who make decisions about how to use the private foundation funds. Although institutionally related foundations typically manage investments like a private foundation, they do not establish funding or usage priorities. The governing board of the college or university defines its mission and priorities while the related foundation then provides the educational institution with guidance on which projects or purposes are most likely to appeal to donors and cultivates private support to help the institution achieve its goals. Donors typically specify how their gift funds should be used and managed by institutionally related foundations. The majority of assets held by foundations are restricted for particular uses by donors, within reasonable standards to ensure tax deductibility in accordance with IRS requirements. For example, donors may direct that their gift be held as an endowment to fund a scholarship, chair or other program in perpetuity, or simply designate that their gift be used for a particular present purpose. Back to Top Why do public colleges and universities establish institutionally related foundations? Many states mandate that public funds be invested according to low-risk, low-return strategies. Institutionally related foundations, however, can invest private gift funds in a more diversified manner, providing greater investment return and increased support for the educational institution with less risk of loss of real value. Institutionally related foundations are not subject to regulations governing the sale or purchase of property by the state and can perform these and other business transactions in a more competitive and expeditious manner. Institutionally related foundations can develop and establish for-profit subsidiaries such as research parks or real estate foundations that contribute to the mission and resources of the college or university while minimizing the risks associated with such investments. For each of the reasons above, many donors prefer to make a gift to a private rather than a state or other public entity. By giving to an institutionally related foundation, many donors feel assured that their gift will be responsibly invested, distributed for the intended purposes, and not become confused with state appropriations or other funds. Additionally, a foundation provides an opportunity for a college or university to involve prominent business leaders, alumni and other successful individuals who are willing to commit their time, resources and talent in order to support the educational institution. Foundation boards can provide a long-term perspective on the needs and priorities of the related educational institution, which extend beyond the outlook and tenure of institutional staff and trustees who may be subject to a wide range of circumstantial pressures and influences. Clearly, the sole mission of institutionally related foundations is irrevocably linked to the educational institution the foundation serves, but the independence and long-term nature of the foundation are steadying forces that can benefit the institution in difficult times. Foundation financial resources can provide a stable and secure source of funding

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for the institution, free of any governmental influences that can shift over time, sometimes erratically, depending on the political climate in place at the time. Back to Top Why do donors make gifts to college or university foundations instead of to the college or university itself? Donors often feel more secure making a major gift to a foundation governed by individuals with specialized legal, business and financial management expertise. Unlike college and university regents or trustees, who may be politically appointed or elected and have primary responsibility for institution policy, foundation trustees are recruited for their ability to raise and manage private support for the benefit of the institution. Foundation boards provide an engaging role for successful individuals who want to advance an institution. This responsibility of using the gifts of other persons as they have directed is an extremely high standard for which the foundations are accountable to the IRS, various other regulatory agencies, donors and the media. This can be a critical role when political or budgetary pressures are present at the educational institution. In many instances, foundations can protect the privacy of donors who may not want the details of their personal finances to become a matter of public record. Back to Top Do private colleges and universities have foundations? Some private colleges and universities have chosen to establish institutionally related foundations for many of the same reasons as public institutions. Although private institutions are not subject to regulations governing state offices or entities, they may want to separate support from private individuals and corporations from funding provided by churches or religious entities. Some private institutions have also established foundations as a way of focusing attention on private fundraising and as a means of capitalizing on the talent and interest of prominent and successful alumni and other friends of the institution. Like public institutions, the boards of private colleges and universities are often focused on policy making and may have narrow criteria for membership. A foundation provides alumni and friends with a forum in which to meaningfully serve the related institution. Back to Top How are institutionally related foundations governed? Like other charitable organizations, institutionally related foundations are governed by an independent volunteer board. A member of the college or university board may also have an ex-officio seat on the foundation board. In many instances, the CEO or executive director of the foundation also holds a position within the educational institution. These arrangements help to maintain open communication between the foundation and the institution it serves. Foundation board members support the educational institution in a variety of ways. They typically contribute personally, serving as leaders and examples for other donors. They also help foundation staff with prospect identification, solicitation and stewardship. They may also serve as advisors to institution and foundation staff and represent the institution to the media and legislature. Back to Top How are institutionally related foundations accountable? As public charities, institutionally related foundations are accountable to their donors and to the students, faculty, staff and trustees of the institutions they serve. They are also legally accountable to the Internal Revenue Service and state agencies that oversee charitable organizations typically attorneys general. Foundations must file an annual IRS Form , which is a public document. In addition, foundation annual reports, gift and endowment reports, investment performance summaries and audit summaries are routinely made available upon request. Most foundations also honor requests for other information that does not compromise the privacy of their donors. Institutionally related foundations are established to support their related educational institution. They are not a vehicle for shielding information from the public. CASE encourages its member foundations to be as open with information as possible, especially as it pertains to expenditures and uses of funds, while recognizing that donors often consider their gift information to be confidential. Back to Top Examples The following publications offer detailed discussion of the ways in which institutionally related foundations support public higher education. In Valuable Support , Joe Phelan describes how affiliated foundations can be valuable tools for public institutions, enhancing fundraising ability and providing, through their boards, a means of creating closer relationships with influential friends and alumni. The University of Maine Foundation has published Private Support for Our Public University “an informative account of the role of public foundations in raising and managing private resources for public universities. The Indiana University Foundation , Kansas University Endowment and the University of Florida Foundation have all published

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useful FAQs outlining the ways they support their institutions and describing key policies and procedures. Iowa State University Foundation has developed a benchmark Public Information Policy cataloging the ways in which the foundation is accountable to its donors, the university and the larger public. All of these foundations have been recognized by their peers as exemplifying best practices in institutionally related foundation management.

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Chapter 3 : Education in the United States - Wikipedia

PREFACE. In October , the University Council on Education for Public Responsibility was organized. How and why it came into being and what it has accomplished in the intervening years.

Corresponding arrangements for the school board for London were set out in sections Sections dealt with a range of administrative and financial matters including: Boards were also empowered to determine the time during which children were to attend school with exceptions for religious observance ; and to pay all or part of the school fees of any child whose parents were in poverty. The remainder of Part I of the Act covered various technical and administrative matters. Part II of the Act, dealing with the parliamentary grant, stated that: After the thirty-first day of March one thousand eight hundred and seventy-one no parliamentary grant shall be made to any elementary school which is not a public elementary school within the meaning of this Act. No parliamentary grant shall be made in aid of building, enlarging, improving, or fitting up any elementary school, except in pursuance of a memorial duly signed, and containing the information required by the Education Department for enabling them to decide on the application, and sent to the Education Department on or before the thirty-first day of December one thousand eight hundred and seventy. Finally, section required the Education Department to provide an annual report to Parliament. There were five Schedules to the Act, dealing with various administrative matters. It banned denominational teaching in the new board schools. But in other respects, the Act failed to resolve the problem of the involvement of the churches in state educational provision. It could have begun to separate church and state, as was happening in other countries. The churches had not been able to make universal provision, so the state would now fund schools managed by locally elected and interdenominationally representative school boards. Church schools would continue to receive a maintenance grant of up to fifty per cent, but once the system was in place they would get no money for new buildings. Some assumed that the Act would result in a gradual decline in the number of church schools and their replacement by board schools. The churches, however, were determined to strengthen and consolidate their position, so they took full advantage of the generous offer of government funds for new buildings. Two thousand requests for building grants were made by the National Society, five hundred by the Catholic and Free Churches. In just fifteen years, the number of Church of England schools rose from 6, to 11,, and Catholic schools from to In the same period, the number of children attending church schools doubled to two million. The cost of sustaining this expanded provision was huge. During the s the number of voluntary schools fell by over there were 14, in , while the number of board schools rose by almost a thousand. Some church leaders complained about what they saw as the unfair financial advantages enjoyed by the board schools. The Church of England - to its shame - even sought to undermine the new system by attempting to prevent the election of school boards. For more on this issue see The School Boards below. Mundella understood the motive behind these attacks and wrote to a friend: I keep screwing up [ie improving] the quality of education and insist on the quantity being ample, and all this makes increased and increasing demands upon the voluntary system, and brings the poorer school gradually in the hands of the board. In June the National Society sent a memorandum to Gladstone asking for assistance. Mundella wrote to Lord Carlingford, Lord President of the Council, to warn him of the danger of acceding to their demands: I have felt now for more than a year past that this demand would be made. Cardinal Manning and Canon Gregory have struck up an arrangement in which they have endeavoured, but unsuccessfully, to include the Wesleyans to agitate for increased grants to voluntary schools. A series of articles have appeared in the Nineteenth Century from the pens of these two ecclesiastics making out the best case they can for their claims. These have been very effectively replied to by the Rev. Dale of Birmingham, who not only showed with great force and clearness the injustice of the demand, but also the consequences likely to follow upon it, viz. I am sincerely anxious for educational progress and I believe we shall best secure this by the maintenance of the compromise of I am confident, however, that any attempt to depart from this compromise, any attempt to share the rates or

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differentiate the grants made to voluntary or board schools, would plunge us into a bitter agitation, viz. Already I find it sufficiently difficult to meet the attacks upon the weaker and less defensible portions of our present system, especially upon the training colleges. Still, if those who have benefited most by the act of are so unwise as to attack it, or if the Government were so ill advised as to show a doubtful mind in dealing with the present demand, I am satisfied that serious agitation would follow, and that education would in all probability suffer until a final settlement was arrived at quoted in Armytage In the newly formed interdenominational Voluntary Schools Association began lobbying for greater public funding for church schools. Four years later the Cross Commission details below reviewed the working of the Act and recommended public funding for the secular curriculum in church schools, a proposal which was eventually included in the Education Act details in the next chapter. The school boards As a result of the Act, new school boards were created in England and Wales between and They varied greatly in size: London was, inevitably, the largest, while some rural boards controlled just one school. They were directly elected and independent of existing forms of local government. All ratepayers - including women - could vote and stand for election. As single-purpose authorities they were able, in large towns, to attract candidates of high quality. In , EA Knox, chair of the Birmingham School Board, argued that the success of the boards had been mainly due to the calibre of those whom they attracted as members, especially in their earlier years. School Boards enlisted the activity and zeal of many eminent men and women of strong philanthropic instincts who, for various reasons, had not hitherto enjoyed any similar opportunity of public service. A seat on the School Board was a highly-coveted honour quoted in Lawson and Silver Some of the smaller boards in rural areas were controlled by people who had opposed their creation, and were pledged to restrict their activities Lawson and Silver In her book *A Century of City Government: Throughout the s* Anglicans and Roman Catholics, who had consistently opposed popular control of education, attacked the School Board system with increasing confidence while at the same time demanding increased support for voluntary schools from public funds. But the picture was not entirely a negative one: With the first school board elections working-class candidates were in the field and a few were successful. Furthermore, most of the boards were remarkably successful: The London board had 55 members and controlled almost schools. It was not only the largest but also the most influential, the architecture and layout of its schools being widely copied. It took the board just twelve years to catch up with the , or so children in voluntary schools, and by the time it was abolished it had more than , school places Lawson and Silver The vast scope and achievements of the London School Board made it a national institution. Between and , the number of pupils in board schools in London rose from to ,, while those in voluntary schools dropped from , to , Chitty In Manchester In the School Board was conducting five schools with an average attendance of 1, pupils; seven years later it was responsible for 16, pupils in 38 schools, 13 of which had been built by the Board, the rest having been purchased or transferred. The average number of pupils present weekly at all elementary schools in the city both board and voluntary rose by 20, in a decade - from 30, in to 50, in It was chiefly children between the ages of five and eleven, previously often running wild in the streets, who were effectively brought into school and, therefore, under the control of local authorities Simon By board schools had an average national attendance of around 1,, By , nearly half the children who attended public elementary schools were in board schools: Although the voluntary and public elementary schools were rival systems in one respect, they formed a socially coherent system in another respect: In the new government introduced a bill which proposed raising the school leaving age and making new grants for secondary education. But it also offered increased aid to church schools while restricting the activities of School Boards. The Labour movement protested: Liberals, supporting nonconformist interests, also opposed the bill, arguing against the proposed repeal of the Cowper-Temple clause; the school boards objected to the proposal that secondary education should be outside their control; and even some government supporters were against it, fearing that it would lead to higher rates for education. In the event, the government dropped the bill, but introduced a new one a year later: A few had gone still further and created a new type of evening school for adults. Leading Conservatives, notably Sir John Gorst pictured , Conservative

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Vice-President of the Committee on Education, began attacking the school boards for what they regarded as inappropriate use of the rates. The District Auditor - Cockerton - ruled that the London School Board could not use the rates to fund higher-grade classes in science and art. The London School Board appealed twice against the ruling, but it was upheld on both occasions. But it was clear that a new education act was needed to regularise the situation. In the Cockerton Judgement, Morant and Gorst had achieved their first objective: Their second objective - to create all-embracing local education authorities and provide much-needed public cash for the church schools - was achieved by the Education Act, which Morant drafted. The elementary schools provided by the boards were intended to and did rest on the same central assumption as the voluntary schools which they were called on to supplement - they were for the children of the poor, providing an independent system for the lower class Lawson and Silver Elementary education was widely criticised. John Ruskin bemoaned the lack of creativity in the curriculum: Commiserate the hapless Board School child, shut out from dreamland and poetry, and prematurely hardened and vulgarised by the pressure of codes and formularies. He spends his years as a tale that is not told quoted in Lawson and Silver Other writers - notably Herbert Spencer and TH Huxley - were equally concerned, and their views, coupled with the growth of public interest in education, persuaded the Committee of Council on Education to expand the curriculum of elementary schools. At the same time the list of specific subjects was extended to include foreign languages, various branches of pure and applied science, or any definite subject of instruction extending over the classes to be examined in Standards IV, V, and VI. The Code also introduced an infant stage - see Infant schools below. Later Codes, especially that of , extended the list of these class subjects which, if taught at all, had to be taught throughout the whole school above Standard I. The curriculum of an elementary school from the later s thus consisted of three main parts: The Education Act provided for a system of certificates, which gave free education for three years to pupils who had passed the Standard IV examination at 10 years of age and held a certificate of regular attendance for five years. Conclusions Of the school boards, Armytage argues that: Nothing presents an apter architectural embodiment of the ideas of the Liberals of than the old board schools, which, blackened now by three-quarters of a century of soot, stand gauntly above the drab Victorian streets. Solid, stone-built structures, they are often compared to prisons. But the more discriminating will notice that the windows were many and large, and there were invariably tiles of good Hanley pottery half-way round the walls. This was the most efficient factory act yet passed, for it did bring the children into schools for part of their lives Armytage As to the significance of the Act itself, Brian Simon writes: But events had forced the pace and mass working-class pressure contributed to ensuring that at least the first foundations of a universal system were laid - that education was no longer a charity but a right Simon Three more Acts The remaining years of the nineteenth century saw a raft of legislation which added detail to the state education system the Act had begun. In this respect, the two most significant Acts were the Elementary Education Act of , which made school attendance compulsory, and that of , which made elementary education free. In the meantime, three Acts built on the foundation which the Act had provided. The Elementary Education Act 5 August made some amendments to the Act, mostly of a technical nature.

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Chapter 4 : - ISBN search: Books Price Comparison at 75 Book Stores

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This means that students have somewhat less teacher-led time than is usual elsewhere, mainly pursuing their studies on their own or in groups. The level of education among Swedes has risen sharply over the last few years. The autumn term of saw a record of , first-time applicants to higher education in Sweden. A total of , people applied and , were admitted. Tuition fees and financial aid Higher education in Sweden is financed largely by tax revenue. Earlier, this applied to all students regardless of nationality. The Government believes that Swedish higher education should compete in terms of quality and good conditions, not just by providing free education. To enable students who cannot pay tuition fees to study in Sweden, the Government has allocated resources for two scholarship programmes. This programme is aimed at highly qualified students from development countries and is designed to cover living costs and tuition fees. Grants in this programme are intended to cover tuition fees and are awarded through the Swedish Council for Higher Education to universities and university colleges that already extend grants to students. Responsibilities and targets In Sweden, the Riksdag parliament and Government have overall responsibility for higher education and research, which means that they make decisions about targets, guidelines and the allocation of resources. Education and research are the remit of the Ministry of Education and Research. However, universities and university colleges remain separate state entities and make their own decisions about the content of courses, admissions, grades and other related issues. The Swedish Council for Higher Education is responsible for admission issues, information concerning university-level studies, assessments of foreign qualifications, and international co-operation, among other things. The Swedish Higher Education Authority mainly has a scrutinising function, and is responsible both for reviewing the quality of higher education and granting degree-awarding powers. It is also responsible for the supervision of universities and university colleges, and for maintaining official statistics. Higher education and admission Admission rules Students have to meet specific qualifications to gain admission to a Swedish university or university college. For general admission, Swedish students must have a school-leaving certificate from upper secondary school high school or a municipal adult education programme in Sweden. Credit increments can be earned through advanced courses in upper secondary school, such as in mathematics or foreign languages. Students from outside Sweden must have qualified for admission to university or college in their home countries, and demonstrate specific levels of understanding in Swedish, English and mathematics. Proficiency in the test shows how well equipped the applicant is to perform at university level. Anyone can take the test, regardless of nationality or prior education, but all parts of the test are in Swedish. Applicants to higher education must always have completed their upper secondary education, but they can apply on the basis of their test results instead of their final school grades. Higher vocational education Higher vocational education represents an alternative to traditional academic studies in Sweden. It offers advanced vocational training, developed in close co-operation with the employment sector and reflecting its need for qualified post-secondary professional skills. Most of the courses include learning-at-work periods, which means that students combine theoretical studies with a practical approach embedded in the workplace. Statistics show that eight out of ten find work within a year of completing their studies. Group work is an integral part of Swedish higher education. They specify that all education at universities and university colleges should be based on scientific principles. Education should provide the following: Universities and university colleges have to ensure that students with disabilities have the same opportunities for study as other students. Greater freedom A reform introducing greater autonomy came into effect on 1 January Among other changes, the reform provided universities and university colleges with more powers to determine their own internal structures. Two principles must always be observed: This means that in , a total of The remaining funding came from private sources and financial revenue. The total

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cost for universities and university colleges in was SEK Most academic students are women In the mids, the proportion of women in undergraduate programmes was 20 per cent. Over the past few decades, the situation has changed dramatically – today, some 60 per cent of students in Sweden are women. Universities and university colleges There are 14 public universities and 17 public university colleges in Sweden. There are also a number of independent institutions of higher education. All independent institutions of higher education are allowed to apply for accreditation to award general degrees at the research level. Applications are considered by the Swedish Higher Education Authority. Popular courses The Law Programme at Stockholm University was the most sought-after course of studies in Sweden for the spring semester of The Bologna Declaration makes it easier for European students to study abroad. The Bologna Declaration derives its name from a meeting held in Bologna in A declaration signed there by 29 countries makes it easier for students and job-seeking university graduates to move across national borders within Europe. By now, nearly 50 countries have signed the agreement. Its three goals are to: Another result is that everyone who earns a university degree receives a diploma supplement, which makes it easier to use the degree abroad for further studies or employment. All higher education programmes in Sweden are now divided into Bachelor, Master and research levels. As one progresses through these cycles, each year of full-time study corresponds to the ECTS standard of 60 credits, facilitating transfer and equal recognition throughout Europe. The Swedish School of Textiles is one of few higher education institutions in the world with a full-scale textile-manufacturing environment. In , publicly funded research amounted to just over SEK 33 billion, or 0. An active research policy approach has enabled Sweden to acquire a leading position in several areas. One is environmental technology, particularly the treatment of emissions and toxic substances in production and manufacturing processes. Government bodies For research at universities and university colleges, the government is the largest source of funding. Four government bodies primarily fund research: The Swedish Research Council: Foundations Foundations are an important complement to direct government funding.

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Chapter 5 : About - Council on Education for Public Health

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The University Council on Education for Public Responsibility:*

Community colleges are generally publicly funded usually by local cities or counties and offer career certifications and part-time programs. Four-year institutions may be public or private colleges or universities. Some counties and cities have established and funded four-year institutions. Some of these institutions, such as the City University of New York, are still operated by local governments. Others such as the University of Louisville and Wichita State University are now operated as state universities. Private institutions are privately funded and there is a wide variety in size, focus, and operation. Some private institutions are large research universities, while others are small liberal arts colleges that concentrate on undergraduate education. Some private universities are nonsectarian and secular, while others are religiously-affiliated. While most private institutions are non-profit, a growing number in the past decade have been established as for-profit. Curriculum varies widely depending on the institution. Typically, an undergraduate student will be able to select an academic "major" or concentration, which comprises the main or special subjects, and students may change their major one or more times. These include medical, law, business, education, divinity, art, journalism, social work, architecture, and engineering schools. Variations[edit] In K-12 education, sometimes students who receive failing grades are held back a year and repeat coursework in the hope of earning satisfactory scores on the second try. High school graduates sometimes take a gap year before the first year of college, for travel, work, public service, or independent learning. Many undergraduate college programs now commonly are five year programs. This is especially common in technical fields, such as engineering. The five-year period often includes one or more periods of internship with an employer in the chosen field. Many graduate students do not start professional schools immediately after finishing undergraduate studies, but work for a time while saving up money or deciding on a career direction. K-12 education[edit] Schooling is compulsory for all children in the United States, but the age range for which school attendance is required varies from state to state. Some states allow students to leave school between 14-17 with parental permission, before finishing high school; other states require students to stay in school until age 18. Most parents send their children to either a public or private institution. According to government data, one-tenth of students are enrolled in private schools. School districts are usually separate from other local jurisdictions, with independent officials and budgets. They taught a total of 55 million students, who attended one of 100,000 schools. In some cases, pupils may be promoted beyond the next regular grade. Parents may also choose to educate their own children at home; 1. Around 60 percent of black dropouts end up spending time incarcerated. The Center for American Progress commends Florida and Texas as the only two states that provide annual school-level productivity evaluations which report to the public how well school funds are being spent at the local level. This allows for comparison of school districts within a state. The Organisation for Economic Co-operation and Development says that this is due to focusing on the low end of performers. All of the recent gains have been made, deliberately, at the low end of the socioeconomic scale and among the lowest achievers. The country has been outrun, the study says, by other nations because the US has not done enough to encourage the highest achievers. They spend 1, hours a year on their work, just below the national average of 1, hours for all workers. School buses provide the largest mass transit program in the country, 8. Non-school transit buses give 5. This flight had other, non-educational ramifications as well. Integration took place in most schools though de facto segregation often determined the composition of the student body. By the s, most areas of the country had been released from mandatory busing. School start times are computed with busing in mind. There are often three start times: It assumed a model where the average driver drove 80 miles per day. Elementary schools started at 7: While elementary school started earlier, they also finish earlier, at 2: Grade placement[edit] Schools use several methods to determine grade placement. Preschool and

pre-kindergarten[edit] Main article: Pre-kindergarten
Preschool refers to non-compulsory classroom -based early-childhood education. Preschool education may be delivered through a preschool or as a reception year in elementary school. Head Start program , the federally funded pre-kindergarten program founded in prepares children, especially those of a disadvantaged population, to better succeed in school. However, limited seats are available to students aspiring to take part in the Head Start program. Many community-based programs, commercial enterprises, non-profit organizations, faith communities, and independent childcare providers offer preschool education. Preschool may be general or may have a particular focus, such as arts education, religious education, sports training, or foreign language learning, along with providing general education. Only 69 percent of 4 year old American children are enrolled in early childhood development programs. Pre-Kindergarten age ranges from 4 to 5 years old. The curriculum for the day will consist of music, art, pretend play, science, reading, math, and other social activities. Both preschool as well as pre-k programs emphasize on inquiry base learning, however pre-k dives deeper into preparing kindergarten readiness. Primary education in the United States A teacher and her students in an elementary school classroom Historically, in the United States, local public control and private alternatives have allowed for some variation in the organization of schools. Elementary school includes kindergarten through sixth grade or sometimes, to fourth grade , fifth grade or eighth grade. Basic subjects are taught in elementary school, and students often remain in one classroom throughout the school day, except for specialized programs, such as physical education , library , music , and art classes. There are as of about 3. The most recent curriculum that has been adopted by most states is Common Core. This description of school governance is simplistic at best, however, and school systems vary widely not only in the way curricular decisions are made but also in how teaching and learning take place. Some states or school districts impose more top-down mandates than others. In others, teachers play a significant role in curriculum design and there are few top-down mandates. Curricular decisions within private schools are often made differently from in public schools, and in most cases without consideration of NCLB. Public elementary school teachers typically instruct between twenty and thirty students of diverse learning needs. A typical classroom will include children with a range of learning needs or abilities, from those identified as having special needs of the kinds listed in the Individuals with Disabilities Act IDEA to those that are cognitively, athletically or artistically gifted. At times, an individual school district identifies areas of need within the curriculum. Teachers and advisory administrators form committees to develop supplemental materials to support learning for diverse learners and to identify enrichment for textbooks. There are special education teachers working with the identified students. Many school districts post information about the curriculum and supplemental materials on websites for public access. Learning standards are identified for all areas of a curriculum by individual States, including those for mathematics, social studies, science, physical development, the fine arts, and reading.

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Chapter 6 : CASE - Foundation FAQs

This book on the public responsibility for higher education and research, the second volume of the new Higher Education Series published by the Council of Europe, is a weighty contribution to the Bologna Process and, more generally, to.

The text is in English, the interview itself in Spanish with English subtitles. Material from the conference will be published as it is made available; here is a first summary. Oslo, Norway – June , The international conference organized by various European, US and Norwegian institutions takes place in the framework of the 100th anniversary of the University of Oslo. The aim is to promote democracy, human rights and the rule of law as well as social cohesion, intercultural dialogue and the role of education to reach these goals. The focus is on the role of higher education in relation to the reimagining of democratic societies and democratic citizenship. Thereby, workshops with ca. 100 participants. For more information, visit the conference website. Here you can find the draft programme. The Conference focused on the most important dimensions on the implementations of the Bologna Process and brought together the Rectors of all higher education institutions in Turkey, together with representatives from the National Student Union, the Vocational Qualifications Authority and other relevant stakeholders as well as international speakers. The Council of Europe provided a presentation on the achievements and challenges of qualifications frameworks. The conference provided a good overview of the main topics related to excellence and drew on presentations from international organizations as well as higher education institutions, public authorities and individual experts, such as Professor Ellen Hazelkorn, Dublin Institute of Technology. It took place on November in Odessa. The seminar focused on internal quality development and assurance in higher education institutions, exploring the role of university leadership, academic staff and students in promoting and advancing quality culture. The website <http://www.bologna2010.org> It also provides information for employers and higher education institutions. It prohibits discrimination in the recognition of qualifications and requires national information centres to be established and maintained. The meeting will focus on different parts of the Bologna structural higher education reform process, with a particular focus on the self-certification and implementation of national qualifications frameworks and student participation in the higher education governance. At the end of the meeting a declaration will be adopted. The conference material is now available on line. The platform and ethical code are part of a five-point plan agreed by Ministers today to ensure access to an education of quality for every pupil and student in Europe and beyond, including Roma and other vulnerable and disadvantaged children. The platform would provide training, codes of conduct, accreditation and quality assurance and a space to share best practice.

Chapter 7 : School-Based Sexuality Education: The Issues and Challenges | Guttmacher Institute

The University Council on Education for Public Responsibility, / Granville Daniel Davis / Comparative Studies in Adult Education: An Anthology / Clif Bennett (Editor) /

Chapter 8 : Swedish higher education

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Chapter 9 : Education - Brazil - tax, system

Schools of public health, public health programs in non-schools of public health, and master's degree programs in community health education may be accredited by the Council on Education for Public Health (CEPH).