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Savage Inequalities: Children in America's Schools

Jonathan Kozol
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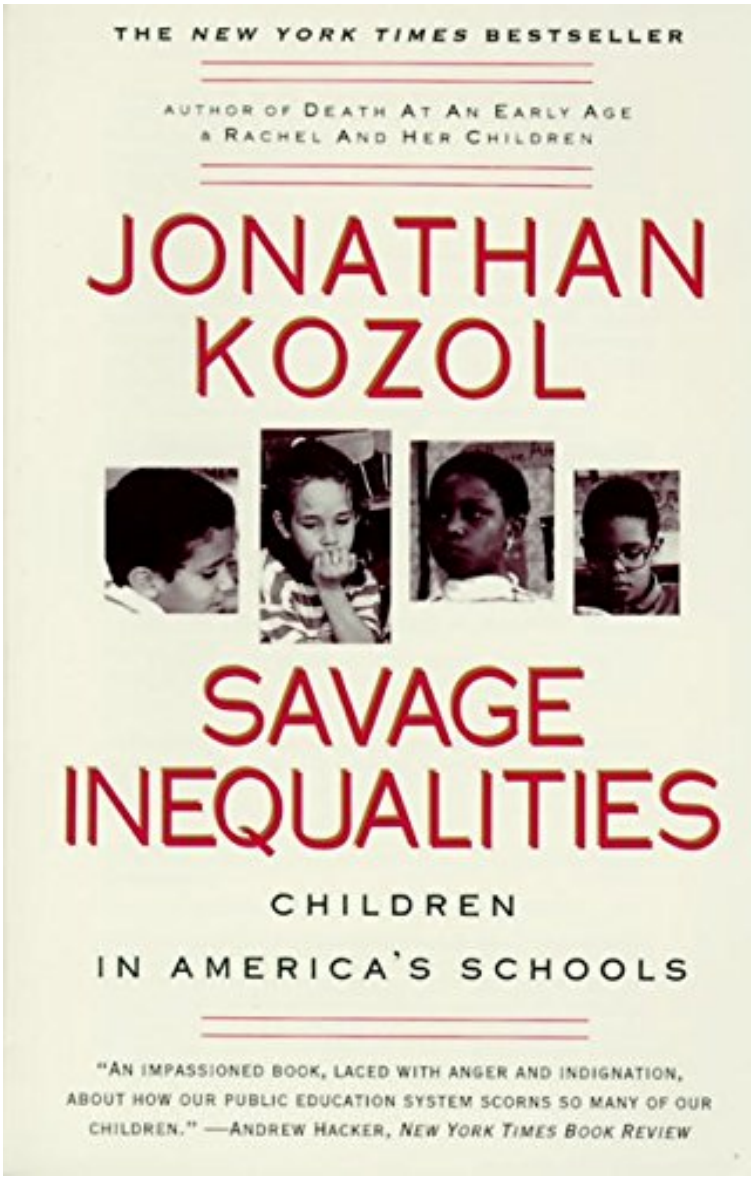

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Jonathan Kozol : Savage Inequalities: Children in America's Schools before purchasing it in order to gage whether or not it would be worth my time, and all praised Savage Inequalities: Children in America's Schools:

1 of 1 people found the following review helpful. Great insight - horrible truthBy Angelika HelperEveryone with a child in school NEEDS to be aware of the differences in education that exist in the US. Only when we look with open eyes into the tragic abyss, may we become ready to sacrifice in order to change. Two teachers I know were influenced

to teach in integrated schools because of this book. It is depressing, real, and also inspiring.4 of 4 people found the following review helpful. Book for Urban Education classBy MariaI bought the book for an Urban Education class. It was a good read and recommend it for those not educated on urban education. It gives first hand accounts of schools that no one would want their child going to. It also gives accounts of good schools in similar areas. Truly eye opening to third world environments within the U.S.1 of 1 people found the following review helpful. Very well written.By Kathy R DexterI am in a social determinants of health class for nursing school and this book was on a list of books I could choose from to do a book report. What a fantastic read! It is well written, descriptive, articulate, and painful. What a horrible state of affairs for some of these schools. I would like to see if any improvements have been made since this book was written. I am so grateful to people that do this kind of research and make this kind of effort to let the world know what is going on in our towns.

National Book Award-winning author Jonathan Kozol presents his shocking account of the American educational system in this stunning New York Times bestseller, which has sold more than 250,000 hardcover copies.

From Publishers WeeklyKozol believes that children from poor families are cheated out of a future by grossly underequipped, understaffed and underfunded schools in U.S. inner cities and less affluent suburbs. The schools he visited between 1988 and 1990--in burnt-out Camden, N.J., Washington, D.C., New York's South Bronx, Chicago's South Side, San Antonio, Tex., and East St. Louis, Mo., awash in toxic fumes--were "95 to 99 percent nonwhite." Kozol (Death at an Early Age) found that racial segregation has intensified since 1954. Even in the suburbs, he charges, the slotting of minority children into lower "tracks" sets up a differential, two-tier system that diminishes poor children's horizons and aspirations. He lets the pupils and teachers speak for themselves, uncovering "little islands of . . . energy and hope." This important, eye-opening report is a ringing indictment of the shameful neglect that has fostered a ghetto school system in America. 50,000 first printing; BOMC and QPB selections; author tour. Copyright 1991 Reed Business Information, Inc.From Library JournalIn 1988, Kozol, author of Death at an Early Age (LJ 7/67) and the more recent Rachel and Her Children (LJ 3/15/88), visited schools in over 30 neighborhoods, including East St. Louis, Harlem, the Bronx, Chicago, Jersey City, and San Antonio. In this account, he concludes that real integration has seriously declined and education for minorities and the poor has moved backwards by at least several decades. Shocked by the persistent segregation and bias in poorer neighborhoods, Kozol describes the garrison-like campuses located in high-crime areas, which often lack the most basic needs. Rooms with no heat, few supplies or texts, labs with no equipment or running water, sewer backups, fumes, and overwhelming fiscal shortages combine to create an appalling scene. This is raw stuff. Recommended for all libraries. Previewed in Prepub Alert, LJ 6/1/91 under the title These Young Lives: Still Separate, Still Unequal; Children in America's Schools .- Annette V. Janes, Hamilton P.L., Mass.Copyright 1991 Reed Business Information, Inc.From Kirkus sKozol again turns a floodlight on a dark corner of the nation's soul, the classrooms of the minority poor. Here, Kozol returns to the public schools where he began a career as spokesman for the powerless and conscience of the privileged 25 years ago (Death at an Early Age). Reports of schools in black and Hispanic communities from New York to California-- where not only books, crayons, and lab equipment but also toilet paper are rationed--are painful to read. School buildings turn into swamps when it rains or must be closed (or, worse yet, are kept open) when sewage backs up into kitchens and cafeterias. A school in the South Bronx is set up in a windowless skating rink next to a mortuary, with class sizes up to 35, lunch in three shifts, a library of 700 books, and no playground. The school population is 90-percent black and Hispanic. Yet it is only a few minutes north to a more affluent part of the Bronx and a public school surrounded by flowering trees, two playing fields, and a playground, with a planetarium and an 8,000-book library. There, the population is overwhelmingly white and Asian. More horrifying stories follow--but it's Kozol's intention to horrify, in order to make the point that these vast disparities in quality of education are caused by racism. Nearly 40 years after Brown v. Board of Education, many US schools are still separate but no longer even remotely equal. Critics will argue that these sad case histories are isolated or rare and are situated in communities whose economies have collapsed. Partly true, but Kozol's point is that justice and decency call for sharing resources in times of trouble, not abandoning children (and their teachers) to degradation and ignorance. A powerful appeal to save children by redistributing the wealth. It will cause angry, but perhaps fruitful, debate. -- Copyright ©1991, Kirkus Associates, LP. All rights reserved.