**THE TRANSFORMATION OF PLANTATION POLITICS**
Black Politics, Concentrated Poverty, and Social Capital in the Mississippi Delta
Sharon D. Wright Austin

Examines the political and economic changes of recent decades in the Mississippi Delta.

The Transformation of Plantation Politics explores the effects of black political exclusion, the sharecropping system, and white resistance on the Mississippi Delta’s current economic and political situation. Sharon D. Wright Austin’s extensive interviews with residents of the region shed light on the transformations and legacies of the Delta’s political and economic institutions. While African Americans now hold most of the major political offices in the region and are no longer formally excluded from political participation, educational opportunities, or lucrative jobs, Wright Austin shows that white wealth and black poverty continue to be the norm partly because of the deeply entrenched legacies of the Delta’s history. Contributing to a greater theoretical understanding of black political efforts, this book demonstrates a need for a strong level of black social capital, intergroup capital, financial capital, political capital, and a human capital of educated and skilled workers.

“This book not only addresses the social and economic disparities in one of America’s poorest regions, but also explains why traditional methods of overcoming these disparities are not necessarily tied to redistributing money. On the contrary, the author points out vividly that the system will only begin to change when non-elites are empowered and hundreds of years of oppression and institutional racism are removed through education and reordering the political structure. This book will be the impetus for additional research and may in fact help the residents and other interested parties facilitate change in the region.” — Charles E. Menifield, coeditor of Politics in the New South: Representation of African Americans in Southern State Legislatures

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Earnings from Learning examines the historical and contemporary factors that have fueled the rise of postsecondary for-profit, degree-granting institutions as a dynamic and powerful force in education. The contributors focus on such institutions as the University of Phoenix, DeVry, and Strayer to present theoretically grounded and data-driven research from a variety of disciplinary perspectives. They document unprecedented shifts in the postsecondary political economy and landscape and evaluate the implications for nonprofit institutions, including understanding the public and private benefits of higher education, postsecondary access and success, institutional resource allocation, competition, governance, and technology.

“This book provides analytical studies on a subject that is relatively new and not well understood. I like that the book has a point of view rather than being inert on what is a controversial subject.”
— Henry M. Levin, coauthor of Privatizing Educational Choice: Consequences for Parents, Schools, and Public Policy

At the University of Virginia’s Curry School of Education, **David W. Breneman** is University Professor and Dean, **Brian Pusser** is Assistant Professor of Education, and **Sarah E. Turner** is Associate Professor of Education and Economics. Breneman’s previous books include Liberal Arts Colleges: Thriving, Surviving, or Endangered and Pusser is the author of Burning Down the House: Politics, Governance, and Affirmative Action at the University of California, also published by SUNY Press.

A volume in the SUNY series, Frontiers in Education

**FEATURED TITLE**
**EARNINGS FROM LEARNING**
The Rise of For-Profit Universities
David W. Breneman, Brian Pusser, and Sarah E. Turner, editors

Documents the rise of for-profit education as a dynamic and powerful force in higher education.

At the University of Virginia’s Curry School of Education, **David W. Breneman** is University Professor and Dean, **Brian Pusser** is Assistant Professor of Education, and **Sarah E. Turner** is Associate Professor of Education and Economics. Breneman’s previous books include Liberal Arts Colleges: Thriving, Surviving, or Endangered and Pusser is the author of Burning Down the House: Politics, Governance, and Affirmative Action at the University of California, also published by SUNY Press.

A volume in the SUNY series, Frontiers in Education

Philip G. Altbach, editor

**AUGUST** 240 pp
10 tables, 16 figures
$24.95 pb 0-7914-6840-2
$74.50 hc 0-7914-6839-9

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For-Profit Universities

Documents the rise of for-profit education as a dynamic and powerful force in higher education.

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A volume in the SUNY series, Frontiers in Education

Philip G. Altbach, editor

**AUGUST** 240 pp
10 tables, 16 figures
$24.95 pb 0-7914-6840-2
$74.50 hc 0-7914-6839-9
NEW DIRECTIONS IN EDUCATION POLICY IMPLEMENTATION
Confronting Complexity
Meredith I. Honig, editor

Provides the most up-to-date and comprehensive review of contemporary research in education policy implementation.

A companion to Allan R. Odden’s Education Policy Implementation, also published by SUNY Press, this book presents original work by a new generation of scholars contributing to education policy implementation research. The contributors define education policy implementation as the product of the interaction among particular policies, people, and places. Their analyses of previous generations of implementation research reveal that contemporary findings not only build directly on lessons learned from the past, but also seek to deepen past findings. These contemporary researchers also break from the past by seeking a more nuanced, contingent, and rigorous theory-based explication of how implementation unfolds. They argue that researchers and practitioners can help improve education policy implementation by not asking simply what works, but rather focusing their attention on what works, for whom, where, when, and why.

“Meredith Honig has provided the education policy community with a gem.” — Allan R. Odden, editor of Education Policy Implementation

“All who have a part in shaping education policy should read this book. Complexity is the basic reality, and this book is an excellent primer for understanding its implications.” — Clarence N. Stone, coauthor of Building Civic Capacity: The Politics of Reforming Urban Schools

Meredith I. Honig is Assistant Professor of Educational Leadership and Policy Studies at the University of Washington at Seattle.

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CHICANA/LATINA EDUCATION IN EVERYDAY LIFE
Feminista Perspectives on Pedagogy and Epistemology
Dolores Delgado Bernal, C. Alejandra Elenes, Francisca E. Godinez, and Sofia Villenas, editors

This first-of-its-kind volume bridges Chicana/Latina feminist perspectives with education and offers innovative ideas on teaching and learning, and ways of knowing.

This groundbreaking volume explores both Chicana/Latina feminist definitions of teaching and learning, and ways of knowing in education. The book’s contributors—Chicana/Latina feminist scholars—reinterpret the field of education as inter- and transdisciplinary and connected to ethnic, racial, and womanist scholarship. They examine mujer(-women) centered definitions of pedagogy and epistemology rooted in Chicana/Latina theories and visions of life, family, community, and world. Armed with the tools of Chicana/Latina feminist thought, the contributors link cultural studies/theories to critical/feminist pedagogies by re-envisioning the sites of pedagogy to include women’s brown bodies and their agency.

Dolores Delgado Bernal is Associate Professor of Education and Chicana/o Studies at the University of Utah. C. Alejandra Elenes is Associate Professor of Women’s Studies at Arizona State University. Francisca E. Godinez teaches Educational Leadership and Policy Studies at California State University at Sacramento. Sofia Villenas is Associate Professor of Education and Latina/o Studies at Cornell University.

CHICANA/LATINA EDUCATION IN EVERYDAY LIFE
Feminista Perspectives on Pedagogy and Epistemology
Dolores Delgado Bernal, C. Alejandra Elenes, Francisca E. Godinez, and Sofia Villenas, editors

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This fascinating book presents the stories of infant/toddler caregivers and their work to illustrate the complexity of balancing relationships with babies, families, coworkers, and self, yet remaining emotionally present and mindfully engaged. Enid Elliot explores the inevitable tensions of working within these various relationships and demonstrates how proficient caregivers can develop strategies for achieving this delicate balance. In the process, she raises provocative questions about how we care for babies, and how to provide education and support for their caregivers.

“We’re Not Robots is a wake-up call. Caregivers with the understanding, knowledge, and skills Elliot describes are the exception at present, not the norm ... As a society we need to be sure that all infants and toddlers who spend their days in out-of-home environments have the quality of care that this book shows is possible.” — from the Foreword by Janet Gonzalez-Mena

“All too often the voices of early childhood caregivers are silenced, while the voices of ‘experts’ are privileged. This text joins a small, but growing body of literature that seeks to challenge the inequitable ways that caregivers are positioned within relationships of power and knowledge.” — Sue Navinger, State University of New York at Brockport

“The author combines interdisciplinary scholarship with years of thoughtful experience in the field to create an engaging examination of many issues currently challenging and rewarding infant/toddler caregivers. Elliot’s interpretations of the caregivers’ interview responses are exceptional because she is able to relate them to her own experiences, current thinking, and past research. This book is a lovely combination of narrative and theoretical research.” — Carla Poole, Bank Street College of Education

Enid Elliot is an independent scholar who received her Ph.D. in Early Childhood Education at the University of Victoria, British Columbia. She has extensive experience as a daycare provider in Turkey, the United States, and Canada.

A volume in the SUNY series, Early Childhood Education: Inquiries and Insights
Mary A. Jensen, editor
NOVEMBER I 176 pages
$21.95 pb 0-7914-6942-5
$65.50 hc 0-7914-6941-7

EXPANDING OPPORTUNITY IN HIGHER EDUCATION
Leveraging Promise
Patricia Gandara, Gary Orfield, and Catherine L. Horn, editors
Reports on the challenges facing California and the nation in providing access to higher education during a time of demographic change.

The dream of public higher education in America is to provide opportunity for many and to offer transformative help to American communities and the economy. Expanding Opportunity in Higher Education explores the massive challenges facing California and the nation in realizing this goal during a time of enormous demographic change. The immediate focus on California is particularly appropriate given the size of the state—it educates one out of every nine students in the country—and its checkered political record with respect to civil rights and educational inequities. The book includes essays not only by academics looking at the state’s educational system as a whole, but also by those within the policy system who are trying to keep it going in difficult times. The contributors show that the destiny of California, and the nation, rests on the courage of policymakers, both within the universities and within the government, to move aggressively to reclaim the hope of millions of students who can make enormous contributions to this society if only given the chance.

Patricia Gandara is Professor of Education at the University of California at Davis. Gary Orfield is Professor of Education and Social Policy at Harvard University. Catherine L. Horn is Assistant Professor of Educational Leadership and Cultural Studies at the University of Houston.

A volume in the SUNY series, Frontiers in Education
Philip G. Altbach, editor
SEPTEMBER I 352 pp
35 tables, 28 figures
$31.95 pb 0-7914-6864-X
$94.50 hc 0-7914-6863-1

WE’RE NOT ROBOTS
The Voices of Daycare Providers
Enid Elliot
Foreword by Janet Gonzalez-Mena

 Raises provocative questions about how we care for infants and toddlers, and how to provide education and support for their caregivers.
REFORMING SCHOOLS
Working within a Progressive Tradition during Conservative Times
Jesse Goodman

Portrays the progressive school reform work of the Harmony Education Center over a 12-year period.

In Reforming Schools, Jesse Goodman discusses the possibilities, struggles, and complexities involved in reforming today's schools. Drawing from his own experiences at the Harmony Education Center—a progressive educational center he helped establish in 1990—Goodman offers a vision of how to persevere at a time when many progressive educators are feeling discouraged. He focuses on practical ideas for reform, such as establishing school autonomy; creating democratic structures, rituals, and values upon which school reform discourse can be generated; and by addressing the current conservative agenda, how to influence what happens in our nation's public schools. By situating school reform within a progressive history of Western society, the author offers valuable insights and ideas that are alternatives to both the conservative and the radical left analyses of schools and society.

“With this book, Goodman’s compelling and long-standing progressive reform work as part of the Harmony Education Center should receive substantial attention and make a major impact on the discourse of school reform.” — Thomas E. Kelly, John Carroll University

“This work is thought provoking and challenging. Since it is based on the author’s own lived experiences and draws from the Harmony School experiences, it is rich enough to prod even the most narrow-minded readers to chance another perspective.” — Louise Anderson Allen, author of A Bluestocking in Charleston: The Life and Career of Laura Bragg

Jesse Goodman is Professor of Education and American Studies at Indiana University at Bloomington and the author of Elementary Schooling for Critical Democracy, also published by SUNY Press.

JUNE | 208 pp
1 figure
$22.95 pb 0-7914-6796-1
$68.50 hc 0-7914-6795-3

JOHN DEWEY AND OUR EDUCATIONAL PROSPECT
A Critical Engagement with Dewey’s Democracy and Education
David T. Hansen, editor

The first book-length study of Dewey’s extraordinary text.

These original essays focus on John Dewey’s Democracy and Education, a book widely regarded as one of the greatest works ever written in the history of educational thought. The contributors address Dewey’s still powerful argument that education is not a preparation for life, but rather constitutes a fundamental aspect of the very experience of living. They examine the central themes of the book, such as communication, the relation between formal and informal education, growth, and student agency and the need for educators to respect that agency. Linking their analyses of Dewey’s claims with contemporary educational concerns and problems, they offer ideas on what the curriculum for children and youth should be, how to organize and implement formal teacher education, what modes of pedagogy are most sensible given societal and global trends, and how to think about the purposes of school. This first book-length study of Dewey’s extraordinary text attests to not only the continued power in Dewey’s work, but also the diverse audience of educators to whom he has long appealed.

“This book is very good philosophy of education, even though many of the contributors are not philosophers at all—they are just good thinkers focused on an amazing text. Most of the work is practically oriented, while the theoretical work is interesting and relevant. Many of the essays examine some particular aspect of this classical work in original ways, so even if you know Dewey and his book well, you will find much to think about. A fresh and timely look at a work of perennial importance, it will also make a very good companion text when teaching Dewey’s masterpiece.” — Jim Garrison, author of Dewey and Eros: Wisdom and Desire in the Art of Teaching

David T. Hansen is Professor and Director of the Program in Philosophy and Education at Teachers College, Columbia University. His books include Exploring the Moral Heart of Teaching: Toward a Teacher’s Creed.

NOVEMBER | 208 pp
1 table
$24.95 pb 0-7914-6922-0
$74.50 hc 0-7914-6921-2
CULTURES OF ARAB SCHOOLING
Critical Ethnographies from Egypt
Linda Herrera and Carlos Alberto Torres, editors

Offers a rare glimpse into schools in contemporary Egypt.

Little is known regarding the inner workings of the educational systems of most Arab countries. *Cultures of Arab Schooling* fills this void using critical social theory to offer a rare glimpse into schools in contemporary Egypt. Giving voice to the educators and students through personal testimonies, the book sheds new light on issues of educational quality, the impact of social movements—particularly Islamist—on school cultures, the growing cultures of resistance to authoritarianism, and the gap between official policies and the realities of schooling. In a political climate that demonstrates increasing change in the Arab world, this critical ethnography of Arab education will aid in providing a better understanding of issues relating to social justice, participation, and democracy in this part of the world.

“This book represents a much-needed addition to the thin qualitative literature on schooling in Arab countries. Detailed classroom observations, along with interviews with school directors, teachers, and students, present an invaluable portrait of the processes that form the culture of schooling. This is a solid ethnographic study of Middle Eastern schools and, as such, should be treasured.” — Gregory Starrett, author of *Putting Islam to Work: Education, Politics, and Religious Transformation in Egypt*

*Linda Herrera* is Senior Lecturer in Development Studies at the Institute of Social Studies in The Hague. *Carlos Alberto Torres* is Professor of Social Sciences and Comparative Education at the University of California at Los Angeles. His many books include *Social Theory and Education: A Critique of Theories of Social and Cultural Reproduction* (coauthored with Raymond Allen Morrow), also published by SUNY Press.

THE WELL OF BEING
Childhood, Subjectivity, and Education
David Kennedy

Offers a sweeping review of conceptions of and approaches to childhood.

In this wide-ranging work, David Kennedy undertakes a philosophically grounded analysis of the history of childhood, the history of adulthood, and their interrelationship. Using themes and perspectives from the history of childhood, mythology, psychoanalysis, art, literature, philosophy, and education, the author locates the experience of childhood across all stages of the human life cycle, and thereby weights its transformative potential for human culture. He offers a nuanced approach to child study that raises issues about how adults see children and how children see themselves, which could lead to a qualitatively different system of teacher preparation—a system that views the child as participant rather than object in the structure of social reproduction. This sweeping review of conceptions of and approaches to childhood yields a profound vision of what schooling should be like.

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*David Kennedy* is Associate Professor of Educational Foundations at Montclair State University.

A volume in the SUNY series,
Early Childhood Education: Inquiries and Insights
Mary A. Jensen, editor

**JULY** I 224 pp
$23.95 pb 0-7914-6826-7
$71.50 hc 0-7914-6825-9
A LEVEL PLAYING FIELD
School Finance in the Northeast
Jane Fowler Morse

Examines the legal and political details of school funding reform in New York, Vermont, and Ontario.

In this timely work, Jane Fowler Morse reviews the history of school finance litigation in the United States and then examines recent legal and political struggles to obtain equitable school funding in New York, Vermont, and Ontario. These three places have employed strikingly different strategies to address this issue, and Morse analyzes lessons learned at each that will benefit both public officials and citizens interested in seeking reform elsewhere. Drawing on writers from Aristotle to Cass Sunstein and Martin Luther King Jr., she also explores the concepts of social justice and equity, highlighting the connections between racism, poverty, and school funding. The result is a passionate plea for equitable funding of public education nationwide to instantiate the ideal of “liberty and justice for all.”

“This interesting and important book covers a critical topic in a thorough and well-documented way. Indeed, it provides an encyclopedia of school law cases that are relevant not only to school finance, but also to school equity. Policy and law scholars, as well as historians, will find this an important reference, and the book can be used in courses in school law, policy studies, and administration.” — Ellen Brantlinger, author of Dividing Classes: How the Middle Class Negotiates and Rationalizes School Advantage

Jane Fowler Morse is Professor of Education at the State University of New York at Geneseo.

NOVEMBER | 336 pp
2 tables
$29.95 pb 0-7914-6932-8
$89.50 hc 0-7914-6931-X

THE SOCIAL STUDIES CURRICULUM
Purposes, Problems, and Possibilities, Third Edition
E. Wayne Ross, editor

This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.

The third edition of The Social Studies Curriculum thoroughly updates the definitive overview of the primary issues teachers face when creating learning experiences for students in social studies. By connecting the diverse elements of the social studies curriculum—history education, civic, global, and social issues—the book offers a unique and critical perspective that separates it from other texts in the field. This edition includes new work on race, gender, sexuality, critical multiculturalism, visual culture, moral deliberation, digital technologies, teaching democracy, and the future of social studies education. In an era marked by efforts to standardize curriculum and teaching, this book challenges the status quo by arguing that social studies curriculum and teaching should be about uncovering elements that are taken for granted in our everyday experiences, and making them the target of inquiry.

 “[This book] demystifies the process of social studies curriculum construction. The authors avoid educational jargon and a great strength of the book is its accessibility to readers.” — Alan J. Singer, author of Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach, Second Edition

E. Wayne Ross is Professor of Curriculum Studies at the University of British Columbia. He has written and edited many books, including [with Jeffrey W. Cornett and Gail McCutcheon] Teacher Personal Theorizing: Connecting Curriculum Practice, Theory, and Research, also published by SUNY Press.

OCTOBER | 336 pp
6 b/w photographs
$29.95 pb 0-7914-6910-7
$89.50 hc 0-7914-6909-3
GOVERNANCE
AND THE PUBLIC GOOD
William G. Tierney, editor

Grapples with a variety of policy issues in order to provoke a discussion of the state of higher education in the 21st century.

The public good is not merely an economic idea of goods and services, but a place where thoughtful debate and examination of the polis can occur. In differentiating the university from corporations and other private sector businesses, Governance and the Public Good provides a framework for discussing the trend toward politicized and privatized postsecondary institutions while acknowledging the parallel demands of accountability and autonomy placed on sites of higher learning.

If one accepts the notion of higher education as a public good, does this affect how one thinks about the governance of America’s colleges and universities? Contributors to this book explore the role of the contemporary university, its relationship to the public good beyond a simple obligation to educate for jobs, and the subsequent impact on how institutions of higher education are and should be governed.

“Although the governance of colleges and universities is of critical importance, very little scholarship has focused on it. The book addresses questions central to the study of shared governance, and the contributors bring forward creative and significant ideas.” — Neil W. Hamilton, author of Academic Ethics: Problems and Materials on Professional Conduct and Shared Governance

William G. Tierney is Wilbur-Kieffer Professor of Higher Education and Director of the Center for Higher Education Policy Analysis at the University of Southern California. He is the coeditor (with Linda Serra Hagedorn) of Increasing Access to College: Extending Possibilities for All Students and (with Zöe B. Corwin and Julia E. Colyar) of Preparing for College: Nine Elements of Effective Outreach, both also published by SUNY Press.

A volume in the SUNY series, Frontiers in Education

SEPTMBER I 208 pp
2 tables, 4 figures
$22.95 pb 0-7914-6876-3
$68.50 hc 0-7914-6875-5

ON SPIRITUAL STRIVINGS
Transforming an African American Woman’s Academic Life
Cynthia B. Dillard

Offers both a theoretical and concrete example of what W. E. B. Dubois called “spiritual strivings.”

This engaging book offers a personal look at how centering spirituality in an academic life transforms its very foundations—its epistemology, paradigm, and methods—and becomes the site for spiritual healing and service to the world. Focusing primarily on her work in Ghana, West Africa, Cynthia B. Dillard presents a unique perspective on Africa as a site for transformative possibilities for African American academics/scholars and explores the deeper spiritual meanings of being “African.” Through poetry, personal narrative, meditations, and journal entries, Dillard shares her experiences as an African American scholar and, in the process, provides a concrete example of what W. E. B. Dubois called “spiritual strivings.”

“Dillard’s work is inspiring, filled with hope, humor, and humility. Like a skilled weaver, she has brought together the strands of spirituality, Black feminist theory, and feminist thought and created a cloth that is bold in color, strong, and enjoyable for those daring enough to try it on.” — Khula Murtadha, Indiana University–Purdue University at Indianapolis

“The author offers a clear meaning of spirituality and its application to our lives as academics, and she does something that no other writer has done: she shows how and why transformation is needed in the academy, for the academicians. Dillard journeys between Ghana and the United States, but she settles in a place of peace and clarity that opens its door to all of us. At a time when academicians across the disciplines are wondering what happened to the soul of the academy, we need this book. At a time when feminist scholarship is losing currency, we need this book.” — Gloria Wade Gayles, Spelman College

Cynthia B. Dillard is Associate Professor of Education at The Ohio State University. In June 2001 the community of Mpeasem, Ghana, honored her efforts in building a community center and preschool there by enstooling her as Queen Mother Nana Mansa II, during a traditional African ritual ceremony.

A volume in the SUNY series in Women in Education
Margaret Grogan, editor

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TRIPLE TAKES ON CURRICULAR WORLDS
Mary Aswell Doll, Delese Wear, and Martha L. Whitaker

Three women educators from three different academic disciplines write their “takes” on a range of topics not usually found in curriculum studies.

Triple Takes on Curricular Worlds is a groundbreaking exploration of curriculum studies that offers a new understanding of the “selves” educators bring to work. Three educators from three different disciplines write on issues not usually forefronted in curriculum studies: boundaries, disgrace, distance, fear, forgiveness, light, and mothers. Their gendered voices give new meaning to the idea of curriculum to include that which courses through their lives in the classroom, in the public sphere, and in their nighttime personas. Each writer demonstrates to what extent teaching must interact with living in the twenty-first century.

Writing from the perspectives of medicine, elementary education, and literature, the authors examine what it is like to live and work in a multidisciplined, multilayered world. Their chapters, born out of their life experiences, critique the serious issues of our time—terrorism, technology, power, and privilege—hoping to stimulate readers to think about their own public and private selves.

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Mary Aswell Doll is Professor of English at Savannah College of Art and Design and the author of Like Letters in Running Water: A Mythopoetics of Curriculum. Delese Wear is Professor of Behavioral Sciences at Northeastern Ohio Universities College of Medicine and the editor of Women in Medical Education: An Anthology of Experience, also published by SUNY Press. Martha L. Whitaker is Associate Professor of Cultural Foundations of Education at Utah State University.

THE NEW INSTITUTIONALISM IN EDUCATION
Heinz-Dieter Meyer and Brian Rowan, editors

Gives researchers and policy analysts conceptual tools and empirical assessments to gauge the possibilities for institutional innovation.

The New Institutionalism in Education brings together leading academics to explore the ongoing changes in K–12 and higher education in both the United States and abroad. The contributors show that current educational trends—including the increased globalization of education, the growing emphasis on educational markets and school choice, the rise of accountability systems, and the persistent influence of business groups like textbook manufacturers and test makers on educational policy—can best be understood when observed through an institutional lens. Because schools and universities are organizations that are stabilized by deeply institutionalized rules, they are subject to the enduring problem of substantive educational reform. This book gives researchers and policy analysts conceptual tools and empirical assessments to gauge the possibilities for institutional reform and innovation.

“The volume—and the authors who contributed to it—have an opportunity to move the field significantly forward in understanding and shaping further research applying new institutional theory.” — Carolyn Kelley, coauthor of Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools, Second Edition

Heinz-Dieter Meyer is Associate Professor of Education Administration and Policy Studies at the University at Albany, State University of New York and has also taught sociology and organizational behavior in Germany and France. He is the coeditor (with William Lowe Boyd) of Education between States, Markets, and Civil Society: Comparative Perspectives. Brian Rowan is Burke A. Hinsdale Collegiate Professor in Education at the University of Michigan.