

MAGNET SCHOOLS: EQUAL ACCESS TO HIGH QUALITY EDUCATION.

NAME:

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ABSTRACT

Education is crucial for the development of any society. A true reflection of good education is psyche which can be tamed to improve social and economic status of a nation. However, economic situation of a country may be inhibited if knowledge is not properly managed. Schools in inner-city of USA were in some years back, neglected and poorly funded. Hence, students in this neighbourhood were denied solid educational foundation to uphold the values for societal advancement. This is partially facilitated by their parent's incapacitations to afford expensive schools that will result in quality education for their children. A panacea to this menace was proffered by Magnet schools to rescue the marginalized and provide their future leaders their deserved quality education, with specific interest in their chosen fields. Surprisingly, this innovation caught the attention of the rich and those high in social status, then reside outside this locality to enrol their children in the school. Magnet schools surfaced to strike a balance to quality education regardless of income and social status of parents.

The students in the school showed greater gains in reading & mathematical achievement over a two-year period with a pronounced outcome for low-SES, ethnic minority students (bifulco, cobb & bell, 2009). Conclusively, the school rendered solution to negative impact of SES and ethnic isolation in American schools. Over 70% of US low-SES families with school age children and adolescents now have computers and internet as instructional materials that enhance their educational pursuits (Common Sense Media, 2013; U.S. Census Bureau, 2014b). This has since then, elevated the status of the schools and their products in the society.

Summary of the first article

- Children in the inner-city of America were being rendered substandard education due to poor funding of schools in their domains..
- Segregation of white from black which lasted for a while before perpetual solution was pronounced and employed.
- Only white people and the financially buoyant homes were able to send their children to better schools and so, live in improvised areas.
- An average home in local areas now have access to computers and internet which link them up to the larger world.
- The responsibility of every government is to provide and fund public schools to attain mission MDG (Millennium Development Goals). One of the goals of world countries to eradicate or reduce illiteracy.
- Schools are expected to make available a pool of careers from which students can pick and on which their future shall be premised.

IDENTIFICATION OF POINTS IN THE TWO ARTICLES.

(Magnet Schools: Equal Access to High- Quality Education & Quality of education: A case study of impact of school education on student development in the city of jodhpur.)

The items below are derivatives from the two articles.

1. Intervention of stakeholders for provision of necessities.
2. Economy
3. Classroom racism
4. Educational media
5. Group practices
6. Interaction between teachers and student
7. Ethical and value issue

EXPLANATIONS OF THE ABOVE LIST

- The display of wealth and influence in the society is one of the social problems causing disparity between the rich and poor which culminate in differential in the school rich-kids attend and that of their poor counterpart.
- Teachers need to guide against classroom racism which may lead to segregation and hatred. Hence, teachers' struggles to impact may be impaired if this is not catered for.
- Each school must possess instructional materials that facilitates learning .
- Teachers in schools are expected to inculcate the spirit of group learning and processes into their pupils to promote bond amongst them and enhance their learning pace.
- Teacher-Students' interactions should also be allowed to instil confidence and sense of belonging in their learners.

SUMMARY OF THE SECOND ARTICLE

(Quality of education: A case study of impact of school education on student development in the city of jodhpur).

- Schools must possess good teaching methodologies and well trained and motivated (intrinsically, extrinsically or both) teachers.
- Adequate funding must be in place to enhance research and erection of good academic building and provision of basic instructional materials.
- Students must ensure total compliance with school rules, and be custodians of good values and ethics.
- Stakeholders i.e. parents, teachers etc need to support one another in building a sane environment and future generations.

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SUMMARY OF THE SECOND ARTICLE

(Quality of education: A case study of impact of school education on student development in the city of jodhpur).

- A well designed curriculum should also be available to deploy to regulate daily activities at schools
- Good evaluation means should be devised to measure the progress of students so that laggards amongst them can receive proper attention to catch up with others.
- Crucial areas like numeracy, life skills, science, social studies, interaction between teachers and student, students' sense of industry etc. should be assessed for proper grooming of future leaders.

COMPARING THE TWO ARTICLES

(Magnet Schools: Equal Access to High- Quality Education & Quality of education: A case study of impact of school education on student development in the city of jodhpur.)

- The two articles moved against racism and segregation in any form. Hence embraces equality in dealings and treatment.
- They introduced some social issues affecting the education in their own thoughts and then arrive at similar conclusions.
- They demonstrated that quality education could be achieved regardless of your income-level provided one is a patriot.
- The two articles suggested that prompt actions channelled towards educational laxities can be a solution to unequal quality of education.
- The second article dwelled more on impact of quality of school education on student development in the city of jodhpur while the first narrated the struggle and neglect of inner-city schools in US and the emergence of Magnet schools to positively overturn the situation.

Reference

- Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can inter-district choice boost student achievement? The case of Connecticut's inter-district magnet school program. *Educational Evaluation and Policy Analysis*, 31, 323– 345
- Common Sense Media. (2013). **Zero to eight: Children's media use in America 2013**. San Francisco, CA: Author. Retrieved from www.commonsensemedia.org/research/zero-to-eight-children-media-use-in-America-2013
- U.S. Census Bureau. (2014b). **Statistical abstract of the United States** (133rd ed.). Washington, DC: U.S. Government Printing Office..
- Meeta Nihalani (Author), 2011, *Quality of School Education: A Case Study of Impact of School Education on Student Development in the city of Jodhpur, Munich*, GRIN Verlag, <https://www.grin.com/document/184323>