

### 1: NAPTA: POLITICAL GRAVY TRAIN

*5 thoughts on " Education's Gravy Train " Ashlie Crosson February 2, at pm. Ali, I like that you had such a strong personal connection with this week's readings.*

In these meetings, teachers give a basic outline of the lesson they are planning during their observation. After reviewing my scales and objectives with my supervisor, I started to unfold my lesson, starting with my hook. I explained that the students will watch a short 4 minute educational cartoon that outlines the Preamble. What questions do you plan on using to probe them? This was definitely not what she wanted to hear, but it was the truth. This is most likely because there is no single method of knowledge acquisition in education. This message is a common theme in our readings this week. The following are ideas in how best learn and improve their performance: Knowledge for Practice Knowledge for practice is a formal knowledge that is typically gained through a classroom type setting. For instance, college course, professional development trainings, and conferences are methods of attaining knowledge for practice. This method of professional development allows the teacher to be the generators of knowledge Cochran-Smith and Lytle p. This puts emphasis on the professionalism in teaching and implies that teaching is a craft that is improved with experience coupled with inquiry and reflection. In other words, teachers improve their performance through inquiries of teaching and learning. It promotes teacher research and encourages educators to share what they discover in order to improve education as a whole. For instance, it suggests that teachers look to other teachers, administrators, and members of the community to gain understanding in this field. This implies that educators cannot simply rely on knowledge within education to learn how to be better educators. Inquiry as Inquiry as stance is generated by individual inquiry delivered out by professional learning communities. This method encourages teachers to be inquirers, or life-long learners, while never allowing them to feel as if they are done. This is ideal for the ever-changing field of education. However, I am certain that my knowledge can be rooted in a combination of the aforementioned methods of knowledge acquisition. Likewise, it is foolish to think that one of them, in isolation, is the way to professional development. Ultimately, we decide what ingredients and measurements will be effective for our development, as Starnes did with her gravy. This entry was posted in Uncategorized on.

### 2: Editorial:Higher ed gravy train | Boston Herald

*The US "gravy train" is exactly what has helped hundreds of thousands impoverished people find a way to get basic needs such as education and food.*

As I have been saying in this space for more than two years, the university-as-corporation threatens to undermine the foundation of a world-class system of education and diminish the quality of our future social life. One of the ramifications of university corporatization has been an increasing disregard for the intellectual dimensions of the professorial life. In the name of technological efficiency an increasingly bloated cadre of university technocrats flood our in-boxes with mindless minutia. These institutional requirements -- assessment outcomes, mission statements, five year plans, and so on -- have become so burdensome that there is precious little time for intellectual pursuit. During the academic year it is difficult to find the "leisure" to read current research reports, prepare grant proposals, design new courses, refine lectures, or write an article or a book? In the current environment of institutional reviews and performance assessments, who has time to think? From my vantage of being in the university teaching trenches for more than 30 years, I have witnessed the slow but inexorable erosion of respect for professors. The once-valued life of the mind is increasingly seen as flighty, anachronistic or, worse yet, counterproductive. There is a widespread belief -- even among university technocrats -- that professors get paid a great deal for very little work. A comment on my recent blog, "Back to the Struggle Against Ignorance," is a case in point: As part of the negotiation of a first contact between a new faculty union and the UO administration, UO expressed its desire to monitor the emails of faculty members. Acceptable Use of University Information Assets. Bargaining unit faculty members have no expectation of privacy in emails, files, documents, or other information created or stored on university information assets. The university may monitor the use of, and review documents and other information stored on university information assets. The aim of this policy may well be to "reign in" faculty opinion -- even those expressed in private email accounts if they concern work-related subjects. Since many, if not most, professors work at home and write a wide variety of messages that are "work-related," the UO administration looks like it wants to cast a wide net of surveillance over faculty communications -- especially, I would suppose, those that are critical of university personnel or policies. The broader implication of this policy smacks of university corporatization. Looking for incidences of personal abuse, corporations routinely monitor the emails of employees. In the same manner the UO administration wants to ensure faculty "informational asset compliance. It is equally insulting to see how much money floods into the administrative coffers on our campuses. The year-old professor of biomedical engineering is leading a faculty revolt against bureaucratic bloat at the public university in Indiana. In the past decade, the number of administrative employees jumped 54 percent, almost eight times the growth of tenured and tenure-track faculty. These administrators, of course, need support staff. The ever-growing cadre of administrators and staff, of course, requires office space. Amid a campus-building boom -- new dormitories, a world-class fitness center, and new parking lots -- there is an ironic shortage of instructional space, which means that students are crowded into old stuffy classrooms. Given the aforementioned expansion of staff, there is also at shortage of office space, which means that new faculty members are often forced to "double up" in substandard spaces. Meanwhile, we are bombarded with administrative pabulum. Do our syllabi conform to the university template? Have we used the correct terms in our mission statements? Have we adhered to a huge assortment of university guidelines? Have we met our student processing goals? Granted universities are large institutions with extensive budgets and challenging institutional issues. We need administrators to run our institutions of higher education. But universities are not corporations. In a September 8 blog published in the English-language version of Al Jazeera, Santiago Zabala, a philosopher at the University of Barcelona, cut through the technocratic balderdash to focus on the heart of the matter: Professor Zabala went on to write: In other words, colleges and universities are actively undermining one of their basic tenets - to educate and equip a citizenry to make society a better place, in great part by challenging unjust and abusive power. When you combine this unreflective and shallow environment with the corporate takeover of the academy, you turn the education process into a means to make more and

more profit. A profit mentality driving the educational environment will necessarily ignore building a conscious community that is intentional about learning, and serious about forming citizens who can think critically and question society. To do that, learning environments must be intentionally formed so that students can learn to focus on serious and sustained reflection. What they tend to overlook, however, is that without a strong, creative, well-supported and well-respected faculty, they are riding on a train to nowhere.

### 3: The Education Gravy Train - Excelsior

*After the Higher Education Act, such assistance was channeled through the Guaranteed Student Loan Program, through which student loans were insured by government but actually provided by private lenders such as banks and credit unions.*

The following institutions have proven to show their allegiance to the all mighty dollar: School Districts This web site will be filled with specific examples of how school districts make decisions to ride the gravy train. Over the course of time, we plan to include more and more specific examples of public officials caught in the act of taking us for a ride. State Boards of Education Teachers from California, New Mexico, Idaho, and Illinois reported documented questionable activity taking place within their state boards. We will be adding specific examples to this section as we gather more information from all over the country. Governors Teachers from all over the country appealed to governors for assistance with misconduct in the state boards. It fell on deaf ears. State Attorney Generals Teachers from all over the country appealed to their state Attorney Generals for assistance with misconduct in the state boards. Rejection has been the standard response, indicating a lack of funds. We find it disconcerting that terrorists have warranted the attention of the ACLU, while teachers, the people who participate in the most important profession in our society, are not worthy of their funds. Some people believe that the ACLU is far more connected to corporations than most people realize. There is speculation that the financially powerful unions maintain business as usual in this arena in the same way the oil companies have influenced government decision making. Our experience suggests this could be correct. The Media This is an area that has proven to be more disappointing than most teachers could ever have imagined; in their idealism, teachers have thought of the press as the last bastion of truth, never conspiring with the powers that be to alter reality. The hesitancy to believe teachers coupled with the lack of funds to investigate, encourage most reporters to decide against writing articles about teacher abuse. We have to believe that the magnitude of the cover up that has been in place for so long is the primary reason media ignores us and that our accumulation of thousands of teacher stories will eventually encourage the media to fulfill their duty to society. Attorneys Teachers from all over the country have had disappointing experiences with attorneys. Given that there is little money or little opportunity for success when defending a teacher, few attorneys specialize in this area. Attorneys, like businesses, focus on financial gains, and rightfully so; taking on losing cases makes no sense when the fundamental goal is financial gain. Activist attorneys are rare and even more rare in education partially because so few people really know about the dark secrets of education and the dire need to save our children. Experts Paid to Testify, Examine, or Judge It is reprehensible how many "experts" pretend that teacher abuse does not exist, and testify or write reports that support administrative harassment, as long as it is lucrative. Furthermore, knowing that scrutiny is not likely in education, this field has bred some of the most contemptible excuses for humans imaginable. We will be revealing their affronts to humanity every opportunity we have. School Supply Companies It is expected that businesses ride the gravy train as their purpose is to make money. However, their willingness to conduct business under the table or pawn off inferior goods to schools at high prices brought them into that gray area where Enron and World. It was hard to jump off the gravy train when everyone else was riding it. Teacher Unions When I asked my union attorney to sue the Illinois State Board of Education for violating my rights, his response was that it would "poison the well" for other teachers. There is something wrong when the advocacy group says we cannot advocate for you or we might make them angry. Rather than all of the above being independent organizations representing different aspects needed to make education strong, they were all part of a fraternity, pledging their loyalty to each other rather than to to goals of education. Teacher Training Universities National University, one of the more highly acclaimed teacher training schools, began a new doctorate program in Social Inquiry or Educational Reform. In , I applied for this program, realizing my days as a teacher were numbered. I figured I could utilize my skills and background in my chosen field, but outside of a classroom where my talents were unappreciated. The intake professor assured me I was the perfect candidate for this as it was a think tank rather than an avenue to a particular job. It was for the idealist who

wanted to make a difference rather than the run of the mill opportunist that saturated this profession. However, they turned me down with the excuses that my "situation was too negative" and that I had mentioned in my essay that I might want to work for the government in educational reform someday. This was puzzling since I never discussed my situation with them other than to say that I was disappointed with what I had seen in education, and I had been told there was no job associated with this degree. Did they really believe they would find a person who was delighted with education as is but wanted to spend energy reforming it? I doubt they could have found a more suited candidate than I; it certainly appeared that this new program was a sham to pretend they were concerned about reform while they conducted business as usual. To the degree that the teacher is an idealist, misleading others was disturbing. Many of us felt like women who had been taken abroad for good jobs only to discover we were part of prostitution slavery outfits. We believed in the ideals we were taught at the university, and then found ourselves trapped in a career that had little carry over into other job possibilities. I guess if the choice is tell the truth and get off the gravy train, the truth rarely happens. When political decisions govern educational reform, it assures that nothing will change. It appears that the main concern of teacher institutes is keeping administrators happy so they would hire their people, i. Therefore, educational reform, something administrators dread, is not going to happen in reality because it might make administrators angry and take their business elsewhere. Conflict of interest is so built into education, that there is no opportunity for what is right to prevail. The gravy train just keeps circling the tracks around a group of institutions never contemplating taking risks that might make education effective, if it means losing favor amongst this incestuous group. And teacher abuse and the accompanying fear guarantee that the people who hold this profession together with sincere concerns for the children, will remain silent as they labor in the field, outside of the gravy train. Turning in your colleague still does not assure you a place on the gravy train; it simply helps you get out of target range. The gravy train is for those power brokers at the top in the same fashion that many of our corporations offered sweet deals for those at the top too. Our children suffer as a result. We welcome your examples to all of the above.

### 4: gravy train - Wiktionary

*The gravy train, of course, is occupied by Oxbridge undergraduates. Meanwhile, Oxbridge postgraduates, postdocs, lecturers and professors continue to generate outstanding research and scholarship.*

He will, I hope, be flattered to learn that his critique of Oxbridge is almost identical to that made by RH Tawney over a century ago. Writing in , Tawney argued that the ancient universities were wasting their wealth typically originally donated for the education of the poor on scholarships for the wealthy. His critique led to Oxford producing the report *Oxford and Working-Class Education* , which pointed out that colleges “ not just the central university “ had a duty to support outreach work. Oxford and Cambridge then developed programmes for working-class adults across the industrial cities of England. Tawney himself taught several, famously in Stoke and Rochdale. Mr Lammy is not only a prominent advocate of equality in higher education; he is also a steadfast supporter of adult education. Could I suggest these enthusiasms should be brought together? And as few universities thought working-class adults a worthy cause for their own resources, the work withered on the vine. They should do so. This means appointing and supporting staff who will work, on a long-term basis, with communities and organisations of the deprived and the dispossessed: Providing a ladder for a few clever boys and girls to climb out of poverty and deprivation does not make for a just society or an educated democracy. Universities must serve all the people. The invested assets of our endowment fund allow the university to pay for research, to provide bursaries for students, and to continue to strive for wider access. Our generation must ensure that the university will survive and thrive for another years as a global leader in research and education. Current critics of Oxbridge, including the Guardian and David Lammy MP, take the former for granted and obsess about who gets on the gravy train. Apparently, if the passengers were a bit more representative of the population at large, all would be well. To the misguided who think that our Oxbridge-fuelled establishment is doing a fine job for this country, that might seem reasonable. But who could really believe that? As parliament is increasingly filled by Oxbridge-educated MPs, the quality of political leadership declines. Our Oxbridge CEOs and directors pay themselves obscene salaries and bonuses while their businesses and employees struggle. And the rate at which the British economy slides below the waves accelerates. The gravy train, of course, is occupied by Oxbridge undergraduates. Meanwhile, Oxbridge postgraduates, postdocs, lecturers and professors continue to generate outstanding research and scholarship. The obvious answer is to turn Cambridge and Oxford Universities into postgraduate, research institutions. But the enormous wealth accrued by institutions that educate only a small fraction of students should not be allowed to distract from the much more serious resourcing disparities across the system as a whole. The wealth disparities were even greater: These disparities can be expected to widen further if some of the more prestigious institutions continue to be the beneficiaries of the lifting of the cap on recruitment while many of the institutions that cater for a wider social range struggle to recruit. It is very difficult to see on what grounds such differentials can be justified. Roger Brown Emeritus professor of higher education policy and former vice-chancellor, Southampton Solent University Topics.

### 5: What does the Expression "Gravy Train" Mean? (with picture)

*A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public and will only be used if you wish to receive a new password or wish to receive certain news or notifications by e-mail.*

### 6: Higher Education's Train to Nowhere | HuffPost

*gravy train definition: 1. a way of making money quickly, easily, and often dishonestly2. an easy way of making money without doing much work. Learn more.*

### 7: New Federal Grant Feeds Charter School Gravy Train In New Mexico

*The hosts of Fox & Friends asserted on Wednesday that the Democratic plan to strengthen the social safety net would be "a gravy train just a trough."*

### 8: The "graduate job"™ gravy train is shuddering to a halt | Education | The Guardian

*The word gravy by itself was used prior to any attestable use of gravy train to characterise cushy situations. It is a shortening of the phrase riding the gravy train, rather than train referring to "a transportation that carries a number of people going the same way" or "to teach people".*

### 9: Education Abroad: University & College Study Abroad Programs

*The 'graduate job' gravy train is shuddering to a halt 'Education, education, education' was the rallying cry of Tony Blair before history cruelly teamed him up with George W Bush.*

*New literacies and community inquiry Bertram C. Bruce and Ann Peterson Bishop Ultimate Security Segmenting the Sat Nav Market SmartStart Your Massachusetts Business (SmartStart Series (Smartstart Series) Why consider opposing viewpoints? Introduction Epidemiology of common health conditions among adults with developmental disabilities in primary care Women and Nutrition (Health Media of America Nutrition Series) Old Protestantism and the new Merge 2 uments into 1 Preventing migrant deaths : a possible role for situational crime prevention Rob T. Guerette Nadia lee pregnant The Apocalypse Prophecies Packer, H. L. Two models of the criminal process. Challenges in construction project management Ethnographically Speaking Pioneers of modern furniture Caseworker nyc h h exam book Who Was Who 1991-1995 Volume IX Processing of seismic tomography data collected at Tunnel 160, Degelen Mountain, Kazakhstan Distributed processes for retrieval of person knowledge M. Ida Gobbini (University of Bologna, Italy) Recycling international Herp, herp, hooray India physical map Human Rights in Developing Countries Applying family systems to the end of life care of addicts and their families Great British soldier The Christian attitude to other religions. Stay close to mama Learn to Estimate Manual of industrial microbiology and biotechnology 2nd edition Die Maske des roten Todes Basic rules of table tennis Bridging generations: bringing the experiences of illness, health, and aging into the classroom Grace J. Basic vocabulary in use second edition Rgt acoustic guitar grade 1 I got on my travelin shoes. Traditions of origin and their interpretation Jones and bartlett learning Excel macro book Developing interactive skills*