The relationship between streets and schools for Chicano gang youth is at the heart of this article. Author Diego Vigil argues that understanding how streets and schools intersect in ways that interfere with the learning and school performance of Chicano gang youth may be the key to offering them a more positive schooling experience. Using his multiple marginality framework, Vigil examines how gangs socialize Chicano youth to be gang members. He also examines how home and school are complicit in that socialization. Typically, street children exhibit behaviors in classrooms that interfere with their academic learning. In turn, educators are not well enough informed about gang culture to foster behaviors that result in successful academic performance. Vigil issues a call to parents and teachers to actively participate in the prevention, intervention, and suppression of gang activity. The author presents three Los Angeles–based programs as examples of how schools can successfully serve gang children. While Vigil argues that schools have exacerbated the problem, he remains convinced that schools — working in a concerted and respectful effort with the home and the community — present the best hope for countering street socialization.
“We Are the Forgotten of the Forgottens”: The Effects of Charter School Reform on Public School Teachers
ERIKA M. KITZMILLER

Curricular Contradictions: Negotiating Between Pursuing National Board Certification and an Urban District’s Direct Instruction Mandate
TRAVIS J. BRISTOL, JOY ESBoldt

Technical Ceremonies: Rationalization, Opacity, and the Restructuring of Educational Organizations
MAXWELL M. YURKOFSKY

Authority and Control: The Tension at the Heart of Standards-Based Accountability
Schools that exclude pupils to hide them from exam league tables are ‘putting them at risk of joining gangs’. Photograph: Aleksandra Raluca Drăgoi/The Guardian. James Tapper. Longfield said it was vital for the government to give clearer advice to schools on handling children at risk of joining gangs, after receiving a letter from a Manchester headteacher who had resorted to looking at YouTube videos for help. Anne Longfield, the children’s commissioner. Photograph: Sam Friedrich/The Guardian. The headteacher also made the extraordinary claim that some gang members had approached schools, posing as anti-gang voluntary groups, in an effort to recruit vulnerable young people into gangs. Here’s how educators can inform and support their students. In addition site, this guide for educators and school support staff provides tips and tools to help prepare youth and families in the case of an immigration raid. Consider consulting with local community organizations to discover individuals and groups near your school who could serve as resources for families (e.g., volunteer attorneys, community members, activists, and/or legal counsel at your school district). However, here is the bottom line. States cannot deny public education to any K-12 student, regardless of immigration status. Street Baptism: Chicano Gang Initiation, James Diego Vigil. Applying Anthropology to American Indian Correctional Concerns, Elizabeth S. Grobsmith. 7. Medical Anthropology. Streets and Schools: How Educators Can Help Chicano Marginalized Gang Youth, James Diego Vigil. 11. Corporate/Industrial Anthropology. Organization Problems in Industry, Eliot D. Chapple.