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Discrimination in Elite Public Schools Knight A Knight's Own Book of Chivalry

[Discrimination in Elite Public Schools](#)

On the great influence of a valiant lord: "The companions, who see that good warriors are honored by the great lords for their prowess, become more determined to attain this level of prowess." On the lady who sees her knight honored: "All of this makes the noble lady rejoice greatly within herself at the fact that she has set her mind and heart on loving and helping to make such a good knight or good man-at-arms." On the worthiest amusements: "The best pastime of all is to be often in good company, far from unworthy men and from unworthy activities from which no good can come." Enter the real world of knights and their code of ethics and behavior. Read how an aspiring knight of the fourteenth century would conduct himself and learn what he would have needed to know when traveling, fighting, appearing in court, and engaging fellow knights. Composed at the height of the Hundred Years War by Geoffroi de Charny, one of the most respected knights of his age, A Knight's Own Book of Chivalry was designed as a guide for members of the Company of the Star, an order created by Jean II of France in 1352 to rival the English Order of the Garter. This is the most authentic and complete

manual on the day-to-day life of the knight that has survived the centuries, and this edition contains a specially commissioned introduction from historian Richard W. Kaeuper that gives the history of both the book and its author, who, among his other achievements, was the original owner of the Shroud of Turin.

[Knight](#)

From a life-long student of the medieval long sword and medieval history comes a comprehensive overview of the Age of the Knights. Jones shows that behind the popular image of the knight in shining armor lies a world that is both more complex and more fascinating. Were knights glory-seeking, bloodthirsty thugs that lay ravage to the Holy Land or simple Christians serving their king? Jones explores the myths and controversies behind their battle-effectiveness and chivalric code. He also examines knighthood as a "career path" and investigates the role of the knight in law and justice. Lavishly illustrated and drawing on rare first-hand accounts, this book reveals the world of the knight in all its tarnished glory.

[A Knight's Own Book of Chivalry](#)

School choice is an increasingly important part of today's educational landscape and this timely volume presents fresh research about the competitive admissions policies of choice systems. Based on their investigation of a unique civil rights challenge to school choice admissions

policies in politically and racially divided Buffalo, New York, and the struggle to open its best schools to students of color, authors Orfield and Ayscue contend that without intentional effort, choice systems are likely to exacerbate problems of inequality and segregation. Focusing on issues that will continue to be contested in the courts and in the policy arena, the authors offer research-based recommendations for reducing barriers to enrollment and for creating competitive-admissions choice systems that will allow all students access to important educational opportunities. The book outlines specific steps school systems can take, including developing a district-wide diversity plan, providing more accessible information, conducting holistic admissions processes, expanding the availability of choices, and offering preparation programs to assist students long excluded from these highly competitive schools. Contributors: Natasha Amlani, Jongyeon Ee, Genevieve Siegel-Hawley, Jenna Tomasello, Brian Woodward

“This important book ought to inspire a national debate. I hope it will be widely read.”

—Jonathan Kozol, education activist and bestselling author In the News: Buffalo Parents Slam School District’s Response to Civil Rights Complaint: “This time around, parents with the District Parent Coordinating Council say that the proposal does not go far enough in addressing their complaints or the recommendations that Orfield proposed earlier this year.” —Excerpt from Education Week (10/1/15)

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