

The Schooling Of Working Class Girls In Victorian Scotland Woburn Education Series

This book is concerned with the nineteenth-century education, family life and employment of working-class girls and women. Based on extensive local research, it also draws on evidence from social, labour and women's history in a wide-ranging analysis of the purposes and practices of girls' education within a variety of forms of schooling, both public and private.

What are the meanings, experiences, and impact of college for working-class people? The author of this book addresses the two questions, what is college like for working-class students, and what is college for the working class? In *The Other Three Percent*, the author draws on a wealth of previous research to tell the stories of five very different working-class college students as they apply to, enter, successfully navigate, and complete college. Through these stories readers will learn about the obstacles working-class students face and overcome, the costs and effectiveness of higher education as a mechanism of social mobility, and the problems caused on our college campuses by our reticence to meaningfully confront the class divide. Readers will be invited to compare their own experiences of higher education with those of the students here described, and to evaluate their own institutions' openness towards working-class students through a series of checklists provided in the book's conclusion. Allison L. Hurst is Assistant Professor in the Department of Sociology at Furman University in Greenville, South Carolina. She is a member of the Association of Working-Class Academics.

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This book examines the complex relationship between working-class masculinities and educational success. Drawing on a small sample of young men attending either a selective grammar or a secondary school in the same urban area of Belfast, the author demonstrates that contrary to popular belief, some working-class boys are engaged with education, are motivated to succeed and have high aspirations. However, the structures of schooling in a society where working class-ness is seen as feckless, tasteless and cultureless make the processes of becoming successful more challenging than they need to be. This volume reveals the unique processes of reconciling success and identities for individual working-class boys, and the important role schools have to play in this negotiation. Highly relevant to those engaged in teacher training in socially unequal societies, this book will also appeal to practitioners, sociologists of education, scholars of social justice and Bourdieusian theorists.

This book provides an inclusive and incisive analysis of the experiences of working-class young people in education. While there is an established literature on education and the working class stretching back decades, comparatively there has been something of a neglect of class-based inequality – with questions of gender, 'race' and other forms of identity attracting significant attention. However, events including Britain's 2016 decision to leave the European Union, have thrown social class into sharp focus, both in the UK and elsewhere. Featuring leading thinkers in the sociology of education, this book examines the different ways in which young people relate to various parts of the education system, including different forms of schooling, post-compulsory and university education. They maintain that the issue of social class goes beyond the walls of specific institutions to affect young people in a variety of ways: not only in the UK, but across the globe. This book will be of great value and interest to students and scholars of the sociology of education, working-class youth, and equality of opportunity.

Trajectories: The Educational and Social Mobility of Educators from the Poor and Working Class, is a collection of mobility narratives of critical scholars in education from poor and working-class backgrounds. While Americans have long held deep-seated cultural beliefs in the capacity of schooling to level unequal playing fields, there has been little research on the psycho-social processes of social and educational mobility in the United States. *Rising Up* employs narrative research methodologies to interrogate the experiences of class border-crossing via success in school. This volume addresses two discourses within education: First, the experiences of those who have crossed class boundaries contribute to a deeper understanding of how social class functions in the United States. The narratives compiled in this volume explore class within the lives of young people on the margins, as identities, ambition and achievement are constructed and negotiated in school. More specifically, the volume suggests new directions for policy and practice to counteract classism in schools and in the broader culture. As they write of the constraints that they circumvented to succeed against the odds, these authors complicate notions of opportunity as the inevitable reward for high achievement. As they write of agency and tenacity, they will illuminate cultural strengths that likely were invisible to teachers and peers. As critical scholars of education, the contributors to this volume speak specifically to ways in which teacher education can and should address issues of class.

Americans are taught to believe that upward mobility is possible for anyone who is willing to work hard, regardless of their social status, yet it is often those from affluent backgrounds who land the best jobs. *Pedigree* takes readers behind the closed doors of top-tier investment banks, consulting firms, and law firms to reveal the truth about who really gets hired for the nation's highest-paying entry-level jobs, who doesn't, and why. Drawing on scores of in-depth interviews as well as firsthand observation of hiring practices at some of America's most prestigious firms, Lauren Rivera shows how, at every step of the hiring process, the ways that employers define and evaluate merit are strongly skewed to favor job applicants from economically privileged backgrounds. She reveals how decision makers draw from ideas about talent—what it is, what best signals it, and who does (and does not) have it—that are deeply rooted in social class. Displaying the "right stuff" that elite employers are looking for entails considerable amounts of economic, social, and cultural resources on the part of the applicants and their parents. Challenging our most cherished beliefs about college as a great equalizer and the job market as a level playing field, *Pedigree* exposes the class biases built into American notions about the best and the brightest, and shows how social status plays a significant role in determining who reaches the top of the economic ladder.

In the second edition of his essential book—which incorporates vital new information and new material on immigration, race, gender, and the social crisis following 2008—Michael Zweig warns that by allowing the working class to disappear into categories of "middle class" or "consumers," we also allow those with the dominant power, capitalists, to vanish among the rich. Economic relations then appear as comparisons of income or lifestyle rather than as what they truly are—contests of power, at work and in the larger society.

Are schools failing working class children or does working class life present alternative means for gaining social status that conflict with what it means to do well at school? Focusing on Southeast London, this book provides insight into class values and reveals the complex cultural politics of white working class pride.

This enlightening auto-ethnography examines how social class (and other social institutions and structures) affect how people grow up. Primarily, the book investigates how American children and young adults are impacted by the "hidden injuries" of class, and offers a rich description of how these injuries manifest and curdle later in life. Thomas J. Gorman provides sociological explanations for the phenomenon of the so-called "angry white man," and engages with this phenomenon as it relates to the rise of recent populist political figures such as Donald J. Trump. He also examines how and why white working class people tend to lash out at the wrong social forces and support political action that works against their own interests. Finally, the book demonstrates the connections between working-class attitudes toward schooling, sports, politics, and economics.

Claims the rebellion of poor and working class children against school authority prepares them for working class jobs.

College Aspirations and Access in Working Class Rural Communities: The Mixed Signals, Challenges, and New Language First-Generation Students Encounter explores how a working class, rural environment influences rural students' opportunities to pursue higher education and engage in the college choice process. Based on a case study with accounts from rural high school students and counselors, this book examines how these communities perceive higher education and what challenges arise for both rural students and counselors. The book addresses how college knowledge and university jargon illustrate the gap between rural cultural capital and higher education cultural capital. Insights about approaches to reduce barriers created by college knowledge and university jargon are shared and strategies for offering rural students pathways to learn academic language and navigate higher education are presented for both secondary and higher education institutions.

The portrayal of Scotland as a particularly patriarchal society has traditionally had the effect of marginalizing Scottish women, both teachers and students, in both Scottish and British history. The Schooling of Working-Class Girls in Victorian Scotland examines and challenges this assumption and analyzes in detail the course of events which has led to a more enlightened system. Education was, and is, seen as integral to Scottish distinctiveness, but the Victorian period saw anxious debate about the impact of outside influences at a time when Scottish society seemed to be fracturing. This book examines the gender-blindness of the educational tradition, with its notion of the 'democratic intellect', testing the claim of superiority for the Scottish system, and questioning the assumption that Scottish women were either passive victims or willing dupes of a peculiarly patriarchal ideal. Considering the influences of the related ideologies of patriarchy and domesticity, and the crucial importance of the local and regional economic context, in focusing on female education, this book provides a much wider comparative study of Scottish society during a period of tremendous upheaval and a perceived crisis in national identity, in which women, as well as men, participated.

"We put the working class, in all its varieties, at the center of our work. The new working-class studies is not only about the labor movement, or about workers of any particular kind, or workers in any particular place—even in the workplace. Instead, we ask questions about how class works for people at work, at home, and in the community. We explore how class both unites and divides working-class people, which highlights the importance of understanding how class shapes and is shaped by race, gender, ethnicity, and place. We reflect on the common interests as well as the divisions between the most commonly imagined version of the working class—industrial, blue-collar workers—and workers in the 'new economy' whose work and personal lives seem, at first glance, to place them solidly in the middle class."—from the Introduction In John Russo and Sherry Lee Linkon's book, contributors trace the origins of the new working-class studies, explore how it is being developed both within and across fields, and identify key themes and issues. Historians, economists, geographers, sociologists, and scholars of literature and cultural studies introduce many and varied aspects of this emerging field. Throughout, they consider how the study of working-class life transforms traditional disciplines and stress the importance of popular and artistic representations of working-class life.

This book takes a critical view of masculinities through an investigation of first-in-family males transitioning to higher education. Drawing on six in-depth longitudinal case studies, the focus is on how young men from working-class backgrounds engage with complex social inequalities, as well as the various capitals they draw upon to ensure their success. Through the longitudinal approach, the work problematizes the rhetoric of 'poverty of aspirations' and foregrounds how class and gender influence the lives and futures of these young men. The book demonstrates how the aspirations of these young men are influenced by a complex interplay between race/ethnicity, religion, masculinity and social class. Finally, the book draws connections between the lived experiences of the participants and the implications for policy and practice in higher education. Drawn from a larger research project, each case study compels the reader to think critically regarding masculinities in relation to social practices, institutional arrangements and cultural ideologies. This is essential reading for those interested in widening participation in higher education, gender theory/masculinities, longitudinal research and social justice.

In *Negotiating Opportunities*, Jessica McCrory Calarco argues that the middle class has a negotiated advantage in school. Drawing on five years of ethnographic fieldwork, Calarco traces that negotiated advantage from its origins at home to its consequences at school. Through their parents' coaching, working-class students learn to follow rules and work through problems independently. Middle-class students learn to challenge rules and request assistance, accommodations, and attention in excess of what is fair or required. Teachers typically grant those requests, creating advantages for middle-class students. Calarco concludes with recommendations, advocating against deficit-oriented programs that teach middle-class behaviors to working-class students. Those programs ignore the value of working-class students' resourcefulness, respect, and responsibility, and they do little to prevent middle-class families from finding new opportunities to negotiate advantages in school.

"I recommend a book by Professor Williams, it is really worth a read, it's called *White Working Class*." -- Vice President Joe Biden on Pod Save America An Amazon Best Business and Leadership book of 2017 Around the world, populist movements are gaining traction among the white working class. Meanwhile, members of the professional elite—journalists, managers, and establishment politicians—are on the outside looking in, left to argue over the reasons. In *White Working Class*, Joan C. Williams, described as having "something approaching rock star status" by the New York Times, explains why so much of the elite's analysis of the white working class is misguided, rooted in class cluelessness. Williams explains that many people have conflated "working class" with "poor"—but the working class is, in fact, the elusive, purportedly disappearing middle class. They often resent the poor and the professionals alike. But they don't resent the truly rich, nor are they particularly bothered by income inequality. Their dream is not to join the upper middle class, with its different culture, but to stay true to their own values in their own communities—just with more money. While white working-class motivations are often dismissed as racist or xenophobic, Williams shows that they have their own class consciousness. *White Working Class* is a blunt, bracing narrative that sketches a nuanced portrait of millions of people who have proven to be a potent political force. For anyone stunned by the rise of populist, nationalist movements, wondering why so many would seemingly vote against their own economic interests, or simply feeling like a stranger in their own country, *White Working Class* will be a convincing primer on how to connect with a crucial set of workers—and voters.

Based on a critical Marxist ethnography, conducted at a state primary school in a former coalmining community in the north of England, this book provides insight into teachers' perceptions of the effects of deindustrialisation on education for the working class. The book draws on the notion of social haunting to help understand the complex ways in which historical relations and performances, reflective of the community's industrial past, continue to shape experiences and processes of schooling. The arguments presented enable us to engage with the 'goodness' of the past as well as the pain and suffering associated with deindustrialisation. This, it is argued, enables teachers and pupils to engage with rhythms, relations, and performances that recognise the heritage and complexities of working-class culture.

Reckoning and harnessing with the fullness of ghosts is essential if schooling is to be refashioned in more encouraging and relational ways, with and for the working class. This text will benefit researchers, academics, and educators with an interest in the sociology of education, and social class and education in particular. Those interested in schooling, ethnography, and qualitative social research will also benefit from the book

In *The Working Class: Poverty, education and alternative voices*, Ian Gilbert unites educators from across the UK and further afield to call on all those working in schools to adopt a more enlightened and empathetic approach to supporting children in challenging circumstances. One of the most intractable problems in modern education is how to close the widening gap in attainment between the haves and the have-nots. Unfortunately, successive governments both in the UK and abroad have gone about solving it the wrong way. Independent Thinking founder Ian Gilbert's increasing frustration with educational policies that favour 'no excuses' and 'compliance', and that ignore the broader issues of poverty and inequality, is shared by many others across the sphere of education - and this widespread disaffection has led to the assembly of a diverse cast of teachers, school leaders, academics and poets who unite in this book to challenge the status quo. Their thought-provoking commentary, ideas and impassioned anecdotal insights are presented in the form of essays, think pieces and poems that draw together a wealth of research on the issue and probe and discredit the current view on what is best for children from poorer socio-economic backgrounds. Exploring themes such as inclusion, aspiration, pedagogy and opportunity, the contributions collectively lift the veil of feigned 'equality of opportunity for all' to reveal the bigger picture of poverty and to articulate the hidden truth that there is always another way. This book is not about giving you all the answers, however. The contributors are not telling teachers or schools leaders how to run their schools, their classroom or their relationships - the field is too massive, too complex, too open to debate and to discussion to propose 'off-the-shelf' solutions. Furthermore, the research referred to in this book is not presented in order to tell educators what to think, but rather to inform their own thinking and to challenge some of the dominant narratives about educating the 'feckless poor'. This book is about helping educators to ask the right questions, and its starting question is quite simple: how can we approach the education of young people from disadvantaged backgrounds in a way that actually makes a difference for all concerned? Written for policy makers and activists as well as school leaders and educators, *The Working Class* is both a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system. Edited by Ian Gilbert with contributions from Nina Jackson, Tim Taylor, Dr Steven Watson, Rhythmical Mike, Dr Ceri Brown, Dr Brian Male, Julia Hancock, Paul Dix, Chris Kilkeny, Daryn Egan-Simon, Paul Bateson, Sarah Pavey, Dr Matthew McFall, Jamie Thrasivoulou, Hywel Roberts, Dr Kevin Ming, Leah Stewart, (Real) David Cameron, Sir Al Aynsley-Green, Shona Crichton, Floyd Woodrow, Jonathan Lear, Dr Debra Kidd, Will Ryan, Andrew Morrish, Phil Beadle, Jaz Ampaw-Farr, Darren Chetty, Sameena Choudry, Tait Coles, Professor Terry Wrigley, Brian Walton, Dave Whitaker, Gill Kelly, Roy Leighton, Jane Hewitt, Jarlath O'Brien, Crista Hazell, Louise Riley, Mark Creasy, Martin Illingworth, Ian Loynd, David Rogers, Professor Mick Waters and Professor Paul Clarke.

Childhood Transformed provides a pioneering study of the remarkable shift in the nature of working-class childhood in the nineteenth century from lives dominated by work to lives centered around school. The author argues that this change was accompanied by substantial improvements for many in the home environment, in health and nutrition, and in leisure opportunities. The book breaks new ground in providing a wide-ranging survey of different aspects of childhood in the Victorian period, the early chapters examining life at work in agriculture and industry, in the home and elsewhere, while the later chapters discuss the coming of compulsory education, together with changes in the home and in leisure activities. A separate section of the book is devoted to the treatment of deprived children, those in and out of the workhouse, on the streets, and also in prison, industrial schools and reformatories. Offering a fresh and more focused approach to the history of working-class children, this book should be of interest to all lecturers and students of nineteenth-century social history.

In recent years there has been growing concern over the pervasive disparities in academic achievement that are highly influenced by ethnicity, class and gender. Specifically, within the neoliberal policy rhetoric, there has been concern over underachievement of working-class young males, specifically white working-class boys. The historic persistence of this pattern, and the ominous implication of these trends on the long-term life chances of white working-class boys, has led to a growing chorus that something must be done to intervene. This book provides an in-depth sociological study exploring the subjectivities within the neoliberal ideology of the school environment, in order to expand our understanding of white working-class disengagement with education. The chapters discuss how white working-class boys in three educational sites enact social and learner identities, focusing on the practices of 'meaning-making' and 'identity work' that the boys experienced, and the disjunctures and commonalities between them. The book presents an analysis of the varying tensions influencing the identity of each boy and the consequences of these pressures on their engagement with education. Drawing on Bourdieu's theoretical tools and a model of egalitarian habitus, *Identity, Neoliberalism and Aspiration: Educating white working-class boys* will be of interest to academics, researchers and postgraduate students in the field of sociology of education, and those from related disciplines studying class and gender.

The Burden of Academic Success: Loyalists, Renegades, and Double Agents explores working-class college students' understandings of class and social mobility through in-depth interviews rich in ethnographic detail. This book is a compelling read for students and a much-needed addition to our understanding of how class operates today, both inside and outside of the classroom.

This is a landmark intellectual history of Britain's working classes from the preindustrial era to the twentieth century. Drawing on workers' memoirs, social surveys, library registers, and more, Jonathan Rose uncovers which books people read, how they educated themselves, and what they knew. A new preface addresses the continuing relevance of the book amidst the upheavals of the present day. "An astonishing book."—Ian Sansom, *The Guardian* "A passionate work of history. . . . Rose has written a work of staggering ambition."—Daniel Akst, *Wall Street Journal* Winner of the SHARP Book History Prize, the American Philosophical Society's Jacques Barzun Prize, and the British Council Prize cowinner of the Longman-History Today Book of the Year Prize for 2001; named one of the finest books of 2001 by *The Economist*.

This book is a twist on the current discourse around 'inclusivity' and 'widening participation'. Higher education is welcoming students from diverse educational, social, and economic backgrounds, and yet it predominantly employs middle-class academics. Conceptually, there appears, on at least these grounds alone, to be a cultural and class mismatch. This work discusses empirical interviews with tenured academics from a working-class heritage employed in one UK university. Interviewees talk candidly about their childhood backgrounds, their school experiences, and what happened to them after leaving compulsory education. They also reveal their experiences of university, both as students and academics from their early careers to the present day. This book will be of interest to an international audience that includes new and aspiring academics who come from a working-class background themselves. The multifaceted findings will also be relevant to established academics and students of sociology, education studies and social class.

This book examines how a working-class habitus interacts with the elite culture of academia in higher education. Drawing on extensive qualitative data and informed by the work of Pierre Bourdieu, the author presents new ways of examining impostor syndrome, alienation and microaggressions: all common to the working-class experience of academia. The book demonstrates that the term 'working-class academic' is not homogenous, and instead illuminates the entanglements of class and academia. Through an examination of such intersections as ethnicity, gender, dis/ability, and place, the author

demonstrates the complexity of class and academia in the UK and asks how we can move forward so working-class academics can support both each other and students from all backgrounds.

This book presents a qualitative investigation of community college faculty members' perceptions of working-class students, focusing on their inability to acknowledge, discuss, and consider the influence of class within the experience of higher education.

The Routledge International Handbook of Working-Class Studies is a timely volume that provides an overview of this interdisciplinary field that emerged in the 1990s in the context of deindustrialization, the rise of the service economy, and economic and cultural globalization. The Handbook brings together scholars, teachers, activists, and organizers from across three continents to focus on the study of working-class peoples, cultures, and politics in all their complexity and diversity. The Handbook maps the current state of the field and presents a visionary agenda for future research by mingling the voices and perspectives of founding and emerging scholars. In addition to a framing Introduction and Conclusion written by the co-editors, the volume is divided into six sections: Methods and principles of research in working-class studies; Class and education; Work and community; Working-class cultures; Representations; and Activism and collective action. Each of the six sections opens with an overview that synthesizes research in the area and briefly summarizes each of the chapters in the section. Throughout the volume, contributors from various disciplines explore the ways in which experiences and understandings of class have shifted rapidly as a result of economic and cultural globalization, social and political changes, and global financial crises of the past two decades. Written in a clear and accessible style, the Handbook is a comprehensive interdisciplinary anthology for this young but maturing field, foregrounding transnational and intersectional perspectives on working-class people and issues and focusing on teaching and activism in addition to scholarly research. It is a valuable resource for activists, as well as working-class studies researchers and teachers across the social sciences, arts, and humanities, and it can also be used as a textbook for advanced undergraduate or graduate courses.

Working Class Community Some General Notions Raised by a Series of Studies in Northern England Taylor & Francis

This book brings Brian Jackson and Dennis Marsden's pioneering Education and the Working Class from 1962 up to date for the 21st century and reveals what we can do to achieve a fairer education system.

"This seminal work . . . establishes a persuasive new paradigm. Contemporary Sociology. No book since Schooling in Capitalist America has taken on the systemic forces hard at work undermining our education system. This classic reprint is an invaluable resource for radical educators. Samuel Bowles is research professor and director of the behavioral sciences program at the Santa Fe Institute, and professor emeritus of economics at the University of Massachusetts. Herbert Gintis is an external professor at the Santa Fe Institute and emeritus professor of economics at the University of Massachusetts"-- Provided by publisher.

Urban educational research, practice, and policy is preoccupied with problems, brokenness, stigma, and blame. As a result, too many people are unable to recognize the capacities and desires of children and youth growing up in working-class communities. This book offers an alternative angle of vision—animated by young people's own photographs, videos, and perspectives over time. It shows how a racially, ethnically, and linguistically diverse community of young people in Worcester, MA used cameras at different ages (10, 12, 16 and 18) to capture and value the centrality of care in their lives, homes, and classrooms. Luttrell's immersive, creative, and layered analysis of the young people's images and narratives boldly refutes biased assumptions about working-class childhoods and re-envision schools as inclusive, imaginative, and care-ful spaces. With an accompanying website featuring additional digital resources (childrenframingchildhoods.com), this book challenges us to see differently and, thus, set our sights on a better future.

Contemporary public policy assumes that the achievement gap between black and white students could be closed if only schools would do a better job. According to Richard Rothstein, "Closing the gaps between lower-class and middle-class children requires social and economic reform as well as school improvement. Unfortunately, the trend is to shift most of the burden to schools, as if they alone can eradicate poverty and inequality." In this book, Rothstein points the way toward social and economic reforms that would give all children a more equal chance to succeed in school. This book features: a summary of numerous studies linking school achievement to health care quality, nutrition, childrearing styles, housing stability, parental economic security, and more ; a look at erroneous and misleading data that underlie commonplace claims that some schools "beat the demographic odds and therefore any school can close the achievement gap if only it adopted proper practices." ; and an analysis of how the over-emphasis of standardized tests in federal law obscures the true achievement gap and makes narrowing it more difficult.

First published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Two generations ago, young men and women with only a high-school degree would have entered the plentiful industrial occupations which then sustained the middle-class ideal of a male-breadwinner family. Such jobs have all but vanished over the past forty years, and in their absence ever-growing numbers of young adults now hold precarious, low-paid jobs with few fringe benefits. Facing such insecure economic prospects, less-educated young adults are increasingly forgoing marriage and are having children within unstable cohabiting relationships. This has created a large marriage gap between them and their more affluent, college-educated peers. In Labor's Love Lost, noted sociologist Andrew Cherlin offers a new historical assessment of the rise and fall of working-class families in America, demonstrating how momentous social and economic transformations have contributed to the collapse of this once-stable social class and what this seismic cultural shift means for the nation's future. Drawing from more than a hundred years of census data, Cherlin documents how today's marriage gap mirrors that of the Gilded Age of the late-nineteenth century, a time of high inequality much like our own. Cherlin demonstrates that the widespread prosperity of working-class families in the mid-twentieth century, when both income inequality and the marriage gap were low, is the true outlier in the history of the American family. In fact, changes in the economy, culture, and family formation in recent decades have been so great that Cherlin suggests that the working-class family pattern has largely disappeared. Labor's Love Lost shows that the primary problem of the fall of the working-class family from its mid-twentieth century peak is not that the male-breadwinner family has declined, but that nothing stable has replaced it. The breakdown of a stable family structure has serious consequences for low-income families, particularly for children, many of whom underperform in school, thereby reducing their future employment prospects and perpetuating an intergenerational cycle of economic disadvantage. To address this disparity, Cherlin recommends policies to foster educational opportunities for children and adolescents from disadvantaged families. He also stresses the need for labor market interventions, such as subsidizing low wages through tax credits and raising the minimum wage. Labor's Love Lost provides a compelling analysis of the historical dynamics and ramifications of the growing number of young adults disconnected from steady, decent-paying jobs and from marriage. Cherlin's investigation of today's "would-be working class" shines a much-needed spotlight on the struggling middle of our society in today's new Gilded Age.

Historically, higher education was designed for a narrow pool of privileged students. Despite national, state and institutional policies developed over time to improve access, higher education

has only lately begun to address how its unexamined assumptions, practices and climate create barriers for poor and working class populations and lead to significant disparities in degree completion across social classes. The data shows that higher education substantially fails to provide poor and working class students with the necessary support to achieve the social mobility and success comparable to the attainments of their middle and upper class peers. This book presents a comprehensive range of strategies that provide the fundamental supports that poor and working-class students need to succeed while at the same time dismantling the inequitable barriers that make college difficult to navigate. Drawing on the concept of the student-ready college, and on emerging research and practices that colleges and universities can use to explore campus-specific social class issues and identify barriers, this book provides examples of support programs and services across the field of higher education – at both two- and four-year, public and private institutions – that cover: Access supports. Examples and recommendations for how institutions can assist students as they make decisions about applications and admission. Basic needs supports. Covering housing and food security, necessary clothing, sense of belonging through co-curricular engagement, and mental health resources. Academic and learning supports. Describes courses and academic programs to promote full engagement among poor and working class students. Advising supports. Illustrates advising that acknowledges poor and working class students' identities, and recommends continued training for both staff and faculty advisors. Supports for specific populations at the intersection of social class with other identities, such as Students of Color, foster youth, LGBTQ, and doctoral students. Gaining support through external partnerships with social services, business entities, and fundraising. This book is addressed to administrators, educators and student affairs personnel, urging them to make the institutional commitment to enhance the college experience for poor and working class students who not only represent a substantial proportion of college students today, but constitute a significant future demographic.

This book exposes an education class divide that is threatening the American dream of upward social mobility and sowing resentment among those shut out or staggering under crushing debt. The book addresses ways to reduce college costs and shares the inspiring accounts of those who have endured all sorts of hardship "homelessness, an incarcerated parent, dangerously low self-esteem--and fought their way to college and commencement.

School-smart and Mother-wise illustrates how and why American education disadvantages working-class women when they are children and adults. In it we hear working-class women--black and white, rural and urban, southern and northern--recount their childhood experiences, describing the circumstances that led them to drop out of school. Now enrolled in adult education programs, they seek more than a diploma: respect, recognition, and a public identity. Drawing upon the life stories of these women, Wendy Luttrell sensitively describes and analyzes the politics and psychodynamics that shape working-class life, schooling, and identity. She examines the paradox of women's education, particularly the relationship between schooling and mothering, and offers practical suggestions for school reform.

Since the 1970s, working-class individuals have made up an increasing proportion of students enrolled in institutions of higher education. At the same time, working-class studies has emerged as an academic discipline, updating a long tradition of scholarship on labour history and proletarian literature to include discussions of working-class culture, intersections of class with ethnicity, and studies of the representation of the working class in popular culture. These developments have generated ideas about teaching that incorporate both a sensitivity to the working-class roots of many students and the inclusion of course content informed by an awareness of class culture.

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