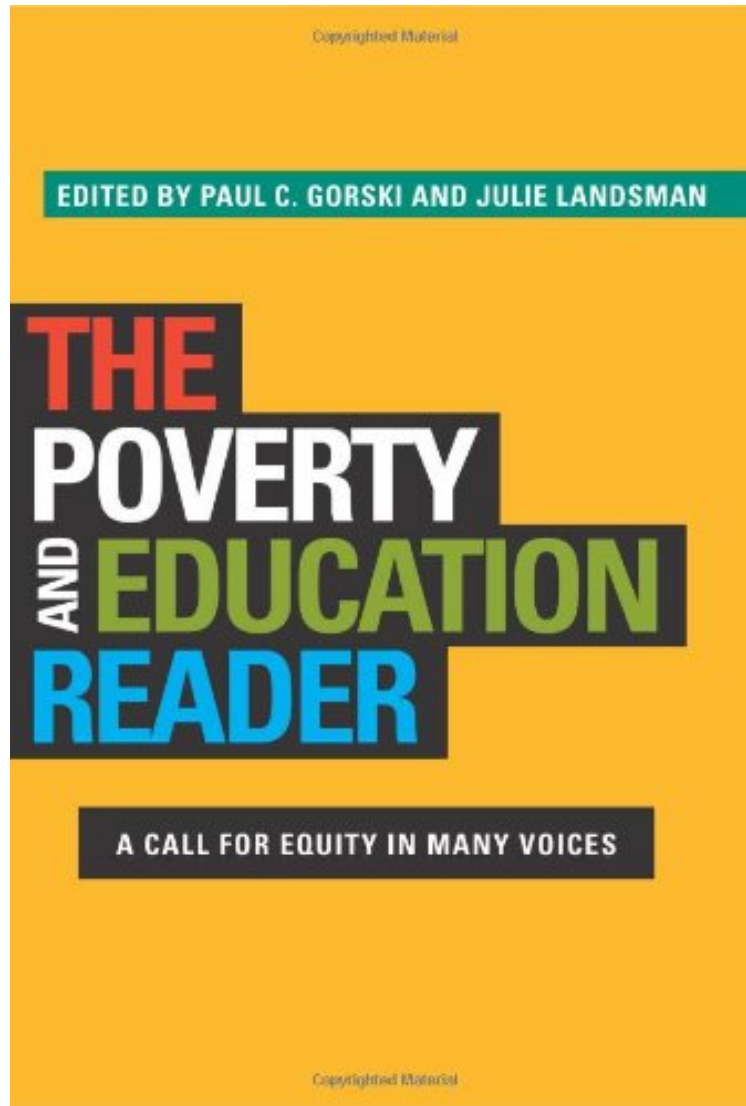


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The Poverty and Education Reader: A Call for Equity in Many Voices

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Through a rich mix of essays, memoirs, and poetry, the contributors to *The Poverty and Education Reader* bring to the fore the schooling experiences of poor and working class students, highlighting the resiliency, creativity, and educational aspirations of low-income families. They showcase proven strategies that imaginative teachers and schools have adopted for closing the opportunity gap, demonstrating how they have succeeded by working in partnership with low-income families, and despite growing class sizes, the imposition of rote pedagogical models, and teach-to-the-test mandates. The contributorsteachers, students, parents, educational activists, and scholarsrepudiate the prevalent, but too rarely discussed, deficit views of students and families in poverty. Rather than focusing on how to fix poor and working class youth, they challenge us to acknowledge the ways these youth and their families are disenfranchised by educational policies and practices that deny them the opportunities enjoyed by their wealthier peers. Just as importantly, they offer effective school and classroom strategies to mitigate the effects of educational inequality on students in poverty. Rejecting the simplistic notion that a single program, policy, or pedagogy can undo social or educational inequalities, this Reader inspires and equips educators to challenge the disparities to which underserved communities are subjected. It is a positive resource for students of education and for teachers, principals, social workers, community organizers, and policy makers who want to make the promise of educational equality a reality.

"The Poverty and Education Reader is a top pick for teachers and educators as well as social issues readers, and packs in essays, memoirs and poetry with the idea of analyzing the schooling experience of poor and working-class students. Low-income family experiences are targeted with the idea of profiling proven strategies teachers and schools have used for closing educational gaps, and contributions come from a range of writers, from teachers and students to parents and scholars, discussing views of poor students and their families and approaches that have made a difference. Don't consider this a 'fix' for poor students: look at it as a series of articles on ways youth is alienated by education practices - and how to overcome this with new school and classroom routines." (Midwest Book)About the AuthorPaul C. Gorski is Associate Professor of Integrative Studies in New Century College at George Mason University. He is the founder of EdChange and the Multicultural Pavilion, a Web site that has won more than a dozen awards internationally for its contribution to multicultural education scholarship and practice.Julie Landsman has taught in Minneapolis Public Schools for 25 years. She has also been a visiting Professor at Carleton College in Northfield Minnesota, and an adjunct professor at Hamline University and Metro State University in St. Paul. She is the author of numerous books on race and education and a frequent speaker and consultant around the country and abroad. She can be reached through her website at jlandsman.com