

**Leading Education Journal
Announces Special Issue on Social Class in the Classroom**

Equity & Excellence in Education, a leading journal in examining inequalities in classroom settings, is pleased to announce a special issue on “Class in Education,” published as Issue 1 of Volume 41.

The special issue is an important advancement toward the journal’s goal of increasing the national dialogue on social justice issues at all levels of schooling. “Class impacts education in a myriad of ways, including issues of access, academic preparation, curricular content, pedagogy, and standards,” says Dr. Felice Yeskel, Guest Editor for the special issue. “There are also many ways in which schools reproduce existing inequalities, including issues of school funding, teacher training and pay, accessibility to role models, and discrepancies between public and private schools.” Dr. Yeskel is the Executive Director of Class Action, a national resource center on class that provides individuals, organizations, and institutions with the tools and resources needed to work toward eliminating classism. (Resources for educators and the general public are available at the organization’s website: <http://www.classism.org>)

The special issue offers a variety of perspectives on these complicated and multifaceted issues. Articles address such topics as:

- social mores that interfere with student potential;
- trends in administrative power-brokering in postsecondary education;
- cross-class interactions that highlight class reproduction in public schools;
- a reassessment of pedagogical approaches to overcoming class discrepancies;
- expectations along different social strata.

“Class mythologies reinforce the notion that the rewards of our economic system are primarily based on real individual differences in ability, creativity, and effort—not structural inequalities and hereditary advantage,” says Yeskel. “We want to believe that education is the key to equal opportunity, but the unquestioning acceptance of these myths masks the barriers to equal educational access.”

The editors and contributors hope to provide an economic and social context for the necessary discussions on class in education, the definitions of class, an overview of how class defines education and how education defines class, the invisibility of class, and new ways that class should be considered. “Class is the elephant in the classroom, impacting students and teachers alike but little acknowledged and rarely talked about. This special issue makes an important contribution to the ongoing effort to fulfill the promise of equal education for students from all backgrounds,” says Dr. Yeskel.

Equity & Excellence in Education publishes articles based on scholarly research utilizing qualitative or quantitative methods, as well as essays that describe and assess practical efforts to achieve educational equity. The journal focuses on a range of topics related to equity, equality, and social justice in K-12 or postsecondary schooling, and is especially concentrated upon social justice issues in school systems, individual schools, classrooms, and the social justice factors that contribute to inequality in learning for students from diverse social group backgrounds.

Equity & Excellence in Education, published quarterly, is available at an individual print subscription rate of \$71/£43/€57, an institutional print and online subscription rate of \$172/£105/€138, and an institutional online-only subscription rate of \$163/£99/€131. To order the special issue, Class in Education, Volume 41, Issue 1, for \$25/£16, please visit the journal’s website at www.eee-journal.com, and click on News and Offers.

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