

1. Record Nr.	UNINA9910717053303321
Autore	de Brey Cristobal
Titolo	Status and trends in the education of racial and ethnic groups, 2018 // Cristobal de Brey [and seven others]
Pubbl/distr/stampa	Washington, DC : , : U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences, , 2019
Descrizione fisica	1 online resource (xvi, 207 pages) : color illustrations
Soggetti	Minorities - Education - United States Minorities - Education (Elementary) - United States Minorities - Education (Secondary) - United States Minorities - Education (Higher) - United States Education - Demographic aspects - United States Academic achievement - United States Educational indicators - United States Statistics.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"February 2019." "NCES 2019-038."
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910172222303321
Autore	Katz Michael B. <1939->
Titolo	Improving poor people : the welfare state, the "underclass," and urban schools as history // Michael B. Katz
Pubbl/distr/stampa	Princeton, N.J., : Princeton University Press, c1995
ISBN	1-4008-2170-3 1-282-75224-3 9786612752247 1-4008-1227-5
Edizione	[Course Book]
Descrizione fisica	1 online resource (192 p.)
Disciplina	362.5/0973
Soggetti	Public welfare - United States - History Urban poor - United States - History Urban schools - United States - History Social history Social policy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgments -- Introduction -- Chapter One. The Welfare State -- Chapter Two. The "Underclass" -- Chapter Three. Urban Schools -- Chapter Four. Surviving Poverty -- Index
Sommario/riassunto	"There are places where history feels irrelevant, and America's inner cities are among them," acknowledges Michael Katz, in expressing the tensions between activism and scholarship. But this major historian of urban poverty realizes that the pain in these cities has its origins in the American past. To understand contemporary poverty, he looks particularly at an old attitude: because many nineteenth-century reformers traced extreme poverty to drink, laziness, and other forms of bad behavior, they tried to use public policy and philanthropy to improve the character of poor people, rather than to attack the structural causes of their misery. Showing how this misdiagnosis has afflicted today's welfare and educational systems, Katz draws on his own experiences to introduce each of four topics--the welfare state,

the "underclass" debate, urban school reform, and the strategies of survival used by the urban poor. Uniquely informed by his personal involvement, each chapter also illustrates the interpretive power of history by focusing on a strand of social policy in the nineteenth and twentieth centuries: social welfare from the poorhouse era through the New Deal, ideas about urban poverty from the undeserving poor to the "underclass," and the emergence of public education through the radical school reform movement now at work in Chicago. Why have American governments proved unable to redesign a welfare system that will satisfy anyone? Why has public policy proved unable to eradicate poverty and prevent the deterioration of major cities? What strategies have helped poor people survive the poverty endemic to urban history? How did urban schools become unresponsive bureaucracies that fail to educate most of their students? Are there fresh, constructive ways to think about welfare, poverty, and public education? Throughout the book Katz shows how interpretations of the past, grounded in analytic history, can free us of comforting myths and help us to reframe discussions of these great public issues.

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