



Race, Class, and Education: The Politics of Second-Generation Discrimination (La Follette Public Policy Series)

Kenneth J. Meier

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While most school systems have undergone some formal desegregation to eliminate inequities in access to education, inequities—and discrimination—nonetheless remain. In this study covering 170 major school districts during the years between 1968 and 1984, the authors discuss the remaining obstacles to equal opportunity in education.

Clustering of students into separate classes or groups of classes based on perceived learning potential is one form of discrimination that remains; disciplinary policy resulting in suspension or expulsion is the other. Based on their findings, Meier, Stewart, and England argue that the single most important factor in improving the access of black students to equal educational opportunities is having black teachers in the classroom, a goal attainable through use of the political system.

“In a very concise book, Meier, Stewart, and England . . . build a damning case against standard education policies as contributors to the resegregation of our schools. . . . In the process, they give us an excellent example of what good policy analysis is by carefully blending empirical documentation with evaluation and prescription.”—Mary Kweit, *Public Administration Review*

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