

REFLECTIONS ON RECENT STUDIES IN RACE AND EDUCATION

EDITORS' INTRODUCTION

WITHIN THE LAST YEAR several substantial studies dealing with race and education have been completed. Together with the foregoing case studies, they accentuate the complexity of the problem of racial segregation in the public schools: its multiple, intertwined determinants and its diverse consequences. The authors of these several studies are drawn from a variety of disciplines—law, sociology, political science, psychology, and education—and have relied upon a variety of methods and techniques, ranging from in-depth case studies to elaborate sample surveys. Because of the interdisciplinary interest in these several studies, the editors asked four scholars, each from a different discipline—but all with professional interests in race relations—to appraise and “reflect” on the several works listed below:

1. U.S. Commission on Civil Rights, *Racial Isolation in the Public Schools* (Washington, D.C.: Government Printing Office, 1967. 2 vols., 276 pp. and 293 pp., \$1.00 each).
2. James S. Coleman, *et al.*, *Equality of Educational Opportunity (The Coleman Report)* (Washington, D.C.: U.S. Office of Education, 1966. 737 pp., \$4.25).
3. Robert Crain, *et al.*, *Politics of School Desegregation* by National Opinion Research Center (Chicago: Aldine Press, 1967).
4. Raymond W. Mack, *et al.*, *Desegregation and Education: Studies on the Equality of Educational Opportunities Provided for Americans of Different Races in Ten Communities* (New York: Random House, forthcoming).

Thus, we have more than the usual set of book reviews; each of the four “reflections” is in itself a substantial article, contributing insights into the different aspects of the problem of racial segregation.