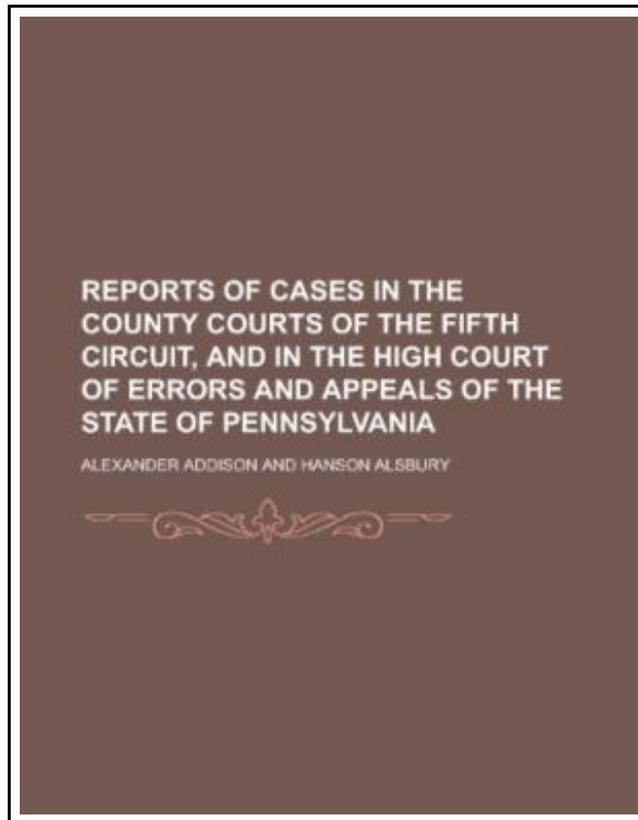


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No binding. Book Condition: New. This item is printed on demand. OCLC Number: (OCoLC)85603334 Subject: School integration -- United States. Excerpt: . . . Professor Thernstrom then noted that he and the Vice Chair examined data from NAEP, the Law School Admissions Test ( LSAT ), the Graduate Record Exam ( GRE ), the Medical College Admissions Test ( MCAT ), the Times Series, and the Scholastic Aptitude Test ( SAT ), and determined that there had not been a narrowing of the racial education gap in the last 15 years. According to Professor Thernstrom, the gap had widened in some ways. Professor Armor added that, while there is great debate in education on how the gap will be closed, he believes closing this racial education gap has little to do with getting the right racial composition in schools. Armor agreed that there is general consensus that racial balance is not a significant factor in closing the gap, with the exception of the research of Eric Hanushek. However, according to Hanusheks econometric model, the gap should have closed 10 years ago. Commissioner Taylor stated he thought the conversation should be framed in terms of racial and ethnic diversity versus school quality. He asked Professor Kurlaender if there was a connection between the two. Professor Kurlaender responded that there is such a connection. Specifically, on average, racially isolated schools tend to have high concentrations of poverty and lack qualified teachers and other resources. Commissioner Taylor followed-up by challenging the current biracial focus of the discussion, given that we are in fact a multi-racial society. He also took issue with the focus on race as a causal factor in these disparities. Rather, he suggested that socioeconomic status and a capital culture are more determinant variables. Kurlaender stated that a focus on socioeconomic...

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