

the activities of their subordinates" or not. The study chooses to focus on "administrative feedback", defined as all the processes by which the bureau leaders—the whole headquarters—are apprised of subordinate behavior" to the exclusion of "substantive feedback," the flow of information advising headquarters how close the activities of the organizations come to the substantive targets set by the leaders" (p. 1). This is a dubious distinction (as anyone who has wondered about communication between Washington and Vietnam knows), but within the rights of researchers to make. Amid the homilies of this chapter (e.g., "Despite efforts to reconcile instructions, many directives come down without regard to those from other sources. When this happens, subordinates may have to decide for themselves what their situations require, picking and choosing among the directives for justification" [p. 21].), there is precious little help in sorting proverbs from hypotheses, findings, or useful distinctions.

In chapter 2 ("Research Strategy") the attempt is made to deal with questions which are usually thought of as "methodological." It is here the reader gets the first hint about what sort of evidence is likely to be reported back from the field:

So we set ourselves a more modest objective: to examine feedback practices and experience in a small number of organizations without aspiring to exhaustiveness or to methodological rigor. We discovered very early we would have to rely heavily on impressionistic and anecdotal evidence, and that the results would be inconclusive. But we thought impressions based on empirical studies would be more enlightening than the surmise and speculation that now surround the subject (p. 16).

This statement brings forward a host of doubts about the book. That the study can't be "exhaustive" is certainly understandable; but what are we to make of a "study" which disavows *aspiration* to methodological rigor? If the "evidence" is going to be "impressionistic and anecdotal" how much better off will we be than with "surmise and speculation?" The fear arises that we will get anecdotes and impressions as evidence and we will be asked to consider them as based on empirical studies largely on faith and without seeing much of the empirical study—this fear is pretty well substantiated by the rest of the book.

It is a good thing that the authors explain (in the last paragraph of the "Research Strategy" chapter) how the research was carried out, because the reader would be hard pressed to guess from the subsequent discussion that all these sources had been consulted. The reporting of research results is usually not specific enough

even to be called anecdotal. *How* the generalizations were arrived at is almost totally without indication. The data base is invisible.

The discussion is riddled with statements which remind us of what the study *doesn't* tell us. For example:

So the web of personal contacts is fashioned from both formal and informal elements. It therefore carries a great deal of traffic, including abundant cues and signals to bureau leaders about subordinate behavior (p. 37).

This approaches (at the "therefore") the obviousness of redundancy, but (at the "including") becomes a non sequitur. *Does* the web provide "abundant cues and signals" or not?—one would have thought that was one of the things the study might have cleared up! Moreover, while we get hard data on number of phone calls and number of employees (tangentially relevant at best), we get no data on, say, the number of investigations or inspections the various bureaus conducted in the period studied.

The book's conclusions present more unsubstantiated but perhaps wise homilies ("We think net increments of social and individual benefit are possible, often at modest cost, simply by bettering administrative feedback") and closes thus:

Every researcher ends his report with a plea for further research. These entreaties often arise from the special curiosity of the researchers, rather than from the broader social implications of the additional knowledge. We are impressed with how many assumptions about the functioning of our governmental system rest in the last analysis on untested faith in feedback as one crucial component of that system. Just suppose that faith is misplaced (p. 80).

Right! Maybe someone ought to study administrative feedback.

FRANK MARINI

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Political Strategies in Northern School Desegregation. By David J. Kirby, T. Robert Harris, Robert L. Crain, and Christine H. Rossell. (Lexington, Mass.: D.C. Heath & Co., 1973. Pp. 255. \$10.00.)

In the preface the authors state that they have attempted to write "a statistical social history" of the school desegregation issue from 1963 through 1968. In the course of doing so, they seek to answer the question of what actors attempted to influence school desegregation policy and to what effect. As social history the project fails, for its comparative analytic framework is too spare to permit full description of

Political Strategies In Northern School Desegregation

Frederick M. Wirt



Political Strategies In Northern School Desegregation:

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School Desegregation in the 21st Century Christine H. Rossell, David J. Armor, Herbert J. Walberg, 2002-09-30

Leading scholars in the fields of history and law have assembled an enormous amount of empirical data on the outcomes of school desegregation and conclude that the policies of the past mandatory reassignment and strict racial quotas had too few benefits and too many costs to make them viable alternatives for the future Chapter topics include the history of school desegregation the development of the law the desegregation effectiveness of remedies ability grouping and classroom desegregation racial disparities in school discipline intergroup relations the attitudes and opinions of adults in desegregated school districts and the outlook for the future The authors conclude that one of the biggest successes of school desegregation is that there is almost universal acceptance of the principle that racial discrimination is immoral But school desegregation has had some important failures as well most importantly the failure to improve the academic achievement of black students and race relations between black and white students in desegregated schools There have also been some serious costs white flight and protest voting associated with forced busing and the use of strict racial quotas The concluding chapter argues that the solution to racial disparities in achievement and to racial separation lies in compensatory education for low achieving poor children and school choice programs that do not use racial criteria but provide financial assistance to low income families *The Desegregation Literature* National Institute of Education (U.S.). Desegregation Studies Staff, 1976 *The Courts, Social Science, and School Desegregation* Betsy Levin, 2018-02-06 First Published in 2018 Routledge is an imprint of Taylor Francis an Informa company **Desegregation in Boston and Buffalo** Steven J. L. Taylor, 1998-01-01

Desegregation in Boston and Buffalo examines how the citizens and the political leadership of the two cities dealt with controversial court orders to end the segregation of public schools Although the cities shared many similarities they witnessed very dissimilar outcomes Taylor covers key factors such as inter ethnic relations and the struggle of various ethnic groups for political empowerment and focuses on the political development of African American communities in urban environments and the role of Black elected leadership in helping to diffuse potentially volatile situations School

Desegregation United States. Office of Education. Equal Educational Opportunities Program. Materials and Research Branch, 1965 Research in Education, 1971 **Resources in education**, 1983-02 **Reforming Bilingual Education**

United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families, 1999 **Equal Opportunity in Housing** United States. Congress. House. Committee on the Judiciary.

Subcommittee on Civil and Constitutional Rights, 1976 **The Study Of Educational Politics** Jay D. Scribner, Donald H.

Layton,2003-08-29 This text is intended to be of use as a guide for students scholars and researchers of the politics of education and of educational policy studies The comprehensive work surveys major trends between 1969 and 1994 with chapters synthesising political and policy developments at local national and state levels in the US as well as in the international arena The text contains in depth examinations of the emerging micropolitics of the field of education as well as policy analysis and cultural and feminist studies and bibliographies are provided at the end of each chapter Designed as both a text and a reference volume this special yearbook was planned in conjunction with the 25th anniversary of the Politics of Education Association in 1994

Power in the City Frederick M. Wirt,2023-11-10 San Francisco is a uniquely favored city but its politics are beset with extraordinary problems Power is divided among traditional and new minorities a mayor with modest authority and a large city bureaucracy guided by insensitive professional norms The special San Francisco politics of profit and ethnic conflict are complicated and profoundly influenced by such external forces as regional state and federal government and by the force of a national economy Frederick Wirt s fascinating study is based on personal interviews with knowledgeable observers and participants on an extensive review of special reports and on a firsthand study of the transaction patterns in the political business labor ethnic and historical life of the city In the end the 125 year political history of San Francisco provides solid new insights on the politics of large American cities in the 1970s This title is part of UC Press s Voices Revived program which commemorates University of California Press s mission to seek out and cultivate the brightest minds and give them voice reach and impact Drawing on a backlist dating to 1893 Voices Revived makes high quality peer reviewed scholarship accessible once again using print on demand technology This title was originally published in 1974

More Than One Struggle Jack Dougherty,2005-12-15 Traditional narratives of black educational history suggest that African Americans offered a unified voice concerning Brown v Board of Education Jack Dougherty counters this interpretation demonstrating that black activists engaged in multiple overlapping and often conflicting strategies to advance the race by gaining greater control over schools Dougherty tells the story of black school reform movements in Milwaukee from the 1930s to the 1990s highlighting the multiple perspectives within each generation In profiles of four leading activists he reveals how different generations redefined the meaning of the Brown decision over time to fit the historical conditions of their particular struggles William Kelley of the Urban League worked to win teaching jobs for blacks and to resettle Southern black migrant children in the 1950s Lloyd Barbee of the NAACP organized protests in support of integrated schools and the teaching of black history in the 1960s and Marian McEvilly and Howard Fuller contested in different ways the politics of implementing desegregation in the 1970s paving the way for the 1990s private school voucher movement Dougherty concludes by contrasting three interpretations of the progress made in the fifty years since Brown showing how historical perspective can shed light on contemporary debates over race and education reform

The Polity of the School Frederick M. Wirt,1975

The New American Dilemma Jennifer L. Hochschild,Joseph Hochschild,1984-01-01 A provocative

examination of school desegregation in America and how it does and does not succeed In this powerful tract on school desegregation Jennifer Hochschild formulates the most searching challenge to the theory of incrementalism that I have come across in recent years David Braybrooke A comprehensive synthesis of what is known about the processes of school desegregation and a powerful policy oriented argument on a subject whose crucial significance Americans have been unable to wish away Paul E Peterson Brookings Institution A well written insightful survey and analysis of the pattern of school desegregation in American society since the Supreme Court's Brown decisions and a first rate analysis of the implementation of public policy in the US with perceptive remarks on incrementalism as a method of change Choice The New American Dilemma is policy analysis as it should be done thorough in its consideration of evidence and bold in its examination of fundamental issues of political practice and social theory Clarence N Stone Ethics The New American Dilemma challenges almost all positions cherished by liberals and leftists blacks and whites including gradualism democratic participation and ethnic solidarity Because of that alone The New American Dilemma is invaluable Richard H King Journal of American Studies A solid contribution to the literature on desegregation This thought provoking book provides an excellent perspective on the thirty years of desegregation since Brown Mary Jo Newborn Michigan Law Review

Brown V. Board and the Transformation of American Culture Ben Keppel, 2016-01-11 Brown v Board of Education which ended legally sanctioned segregation in American public schools brought issues of racial equality to the forefront of the nation's attention Beyond its repercussions for the educational system the decision also heralded broad changes to concepts of justice and national identity Brown v Board and the Transformation of American Culture examines the prominent cultural figures who taught the country how to embrace new values and ideas of citizenship in the aftermath of this groundbreaking decision Through the lens of three cultural first responders Ben Keppel tracks the creation of an American culture in which race class and ethnicity could cease to imply an inferior form of citizenship Psychiatrist and social critic Robert Coles in his Pulitzer Prize winning studies of children and schools in desegregating regions of the country helped citizens understand the value of the project of racial equality in the lives of regular families both white and black Comedian Bill Cosby leveraged his success with gentle family centric humor to create televised spaces that challenged the idea of whiteness as the cultural default Public television producer Joan Ganz Cooney designed programs like Sesame Street that extended educational opportunities to impoverished children while offering a new vision of urban life in which diverse populations coexisted in an atmosphere of harmony and mutual support Together the work of these pioneering figures provided new codes of conduct and guided America through the growing pains of becoming a truly pluralistic nation In this cultural history of the impact of Brown v Board Keppel paints a vivid picture of a society at once eager for and resistant to the changes ushered in by this pivotal decision

Desegregating Public Schools David R. Morgan, 1982

School Desegregation Walter Stephan, 2013-06-29

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