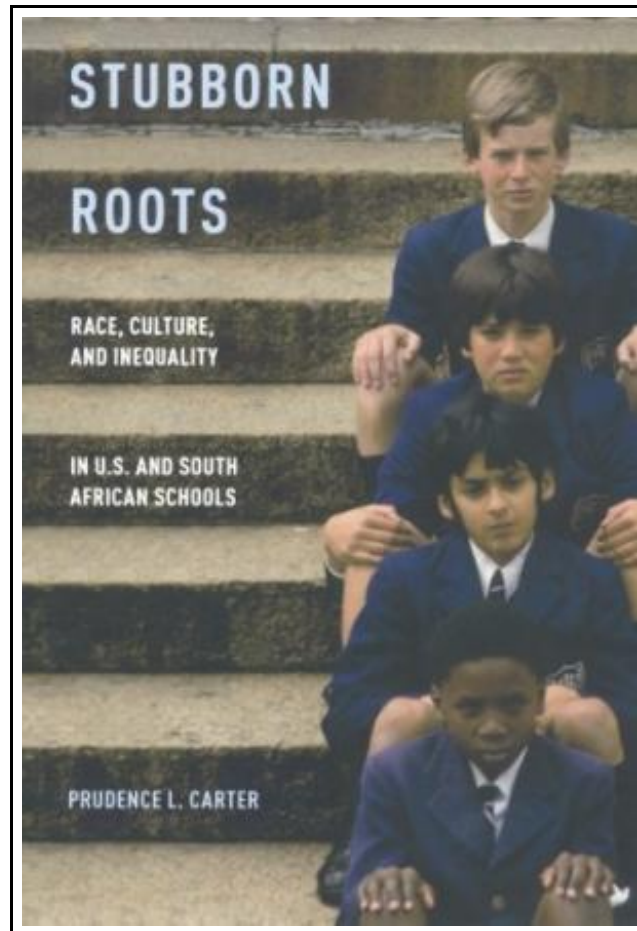


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(Lavina Torp)

STUBBORN ROOTS: RACE, CULTURE, AND INEQUALITY IN U.S. AND SOUTH AFRICAN SCHOOLS

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Oxford University Press Inc. Paperback. Book Condition: new. BRAND NEW, Stubborn Roots: Race, Culture, and Inequality in U.S. and South African Schools, Prudence L. Carter, What are the features of the school environment that make students' of color incorporation greater at some schools than at others? Prudence L. Carter seeks to answer this basic but bedeviling question through a rich comparative analysis of the organizational and group dynamics in eight schools located within four cities in the United States and South Africa—two nations rebounding from centuries of overt practices of racial and social inequality. Stubborn Roots provides insight into how school communities can better incorporate previously disadvantaged groups and engender equity by addressing socio-cultural contexts and promoting "cultural flexibility." It also raises important and timely questions about the social, political, and philosophical purposes of multiracial schooling that have been greatly ignored by many, and cautions against narrow approaches to education that merely focus on test-scores and resources. "There are simply not enough texts that look comparatively at the two foremost experiments with questions of race, culture, and class in the English-speaking world, the United States and South Africa. Prudence Carter's work is simultaneously scholarly and compassionate. It helps us see, in these two benighted but globally important societies, how easily things break, but also how well, when structures are in place and when human agency takes flight, individuals and the groups to which they belong flourish and grow." - Crain Soudien, Professor of Education, University of Cape Town "In this ambitious mixed-method study, Carter analyzes the social and symbolic boundaries that account for disparate educational experiences by race in the United States and South Africa. Resources are only part of the answer; equally important, she argues, are the cultural and institutional conditions that make students feel they are valued contributors..."



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