

which stakes out the ground for future research while giving us some feel of the ethos, honor codes, concerns, and associational activity of the colonial generation. Conceived as a "directory," this work could only emphasize the personalities and extraliterary achievements of the writers. Perhaps as some sort of encyclopedia or dictionary, it could have included entries on such groups as the "Primitives," "Veronicans," "Mandarins," "Barbarians," or "The Circle" or the newspapers, magazines, honor rolls, the summer writing workshops at Silliman University and the University of the Philippines, literary awards and journals which were instrumental in the formation of these writers.

The directory offers us a way of knowing something of the success with which colonialism molded a separate cluster of writers in English in the Philippines but whose writing was never integrated into American literature studies. Scholars and students of Asian American and ethnic literature might also want to consult the entries on a good number of unrecognized writers who lived, wrote and published exclusively in the United States during the period covered by the directory.

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Lois Weis, ed. *Class, Race, & Gender in American Education*. (Albany: State University of New York Press, 1989) 329 pp., \$40.50; \$18.95 paper.

Class, Race & Gender in American Education should be read by pre-service and experienced educators and social scientists who are interested in teaching young people who come from different socio-economic backgrounds, represent various racial and ethnic heritages, and those with special needs. School as a major socializing institution often holds the key for many students. It is also important to study the ways individuals and groups prepare for the future. Some students are successful in school settings, but many become discouraged and are pushed out due to the structure and/or culture of the school. This volume seeks to enrich this ongoing debate and dialogue between "structuralist" and "culturalist" perspectives of education.

The book is organized in two parts. The thirteen chapters place class, race, and gender issues within an historical and sociological context. Ethnography is the research methodology utilized in most of the studies. Part I addresses different ways in which knowledge is presented to students, unequal school structures, and unequal outcomes of schooling, each of which results in the continuation of inequalities in the educational experiences of students. School related inequalities in effect

prepare young people for unequal adult futures based on class, race, and gender. Inequalities are linked to student background and ways in which knowledge is transmitted to students directly or through the "hidden curriculum."

Part II examines cultural forms which exist within schools and students' responses to the school social culture. Students often create styles and norms based on their values which in reality contribute to continued structural inequalities outside of schools.

Weis has invited several outstanding researchers and authors to discuss selected issues related to race, class, and gender inequalities. These carefully documented essays help focus on these relevant but on-going issues and extend our knowledge of theoretical and practical issues. These essays are sound and informative, and most of the chapters are interesting. The overview chapter by Cameron McCarthy and Michael Apple is theoretical and challenges the reader "toward a nonsynchronous parallelist position." They seek to examine the "intersecting of the dynamics of race, class, and gender in schooling" which are "dependent upon each other for their reproduction and persistence." Economic, political, and cultural power, though subtle, also cause tension and stress within the school experiences of young people.

Class is addressed by Sally Lubeck who examines the child-rearing practices, learning experiences, and socialization processes at a pre-school for children from middle-income families and a Head Start program for children from low-income families. The centers were located in the same community within several blocks of each other. The program's operations were influenced by history, culture, and organizational structure which encouraged or constrained teacher and student behaviors. John Ogbu extends his earlier research concerning the relationship between class and education for black students. Ogbu argues that correlational studies, while controlling for class, do not adequately explain why there is a gap in the academic performance of black and white students.

Hispanic experiences in school are discussed by Flora Ortiz and by Amaury Nora and Laura Rendon. Ortiz examines the delivery system of educational services in an urban setting to Hispanic elementary students. She reports that bilingual programs, while intended to assist Hispanic students, in reality serve to separate Hispanic students from their classmates. She also reports that Hispanic students are not receiving resources similar to the majority students. Nora and Rendon argue that to some degree while the community colleges open the doors of post-secondary education to Hispanic students, they may at the same time shortchange Hispanic students by providing insufficient levels of support. Hispanic students earn community college credits, but do not necessarily earn certificates or degrees. They argue that the community colleges need to make greater efforts to encourage Hispanic students to transfer to four year institutions of higher education.

Gender issues are discussed by several authors in five chapters. The most disturbing study reported was that by Linda Valli as she described a high school cooperative work experience class in which female students were supposed to be learning job related skills in the clerical field. In reality, the course by almost any criteria could be described by this reviewer as “disasterous” in terms of content, organization, expectations, learning experiences, knowledge, homework, monitoring, and teacher role. In the end, the female students opted for part-time or temporary work with the expectation they would eventually be dependent on another wage earner, probably a husband. This type of cooperative program simply reinforced existing stereotypes that female workers will settle for marginal jobs and will rely on another for financial support. The overall theme of the chapters related to gender issues is that the learning opportunities and experiences for female and male students are different and remain so despite efforts to reduce or eliminate these differences. As a result of these continued unequal experiences, many female students will be unable to reach their full human potential and thus be deprived of the opportunity to achieve social and economic equality.

The publication of this work has come at an opportune time as the popular media on a regular basis report information about inequalities in education. Such inequalities include school finance and allocation of resources, test score differentials by females and males and between different racial groups, quality of teachers assigned to predominantly minority schools, number of minority students entering teacher education programs, tracking of students, and so forth.

Many fine studies exist which examine the effects of race, class and gender on education. Rarely have these three variables been brought together in a single volume. Much of the existing research on race and class has a male orientation and bias. Existing research on females and school often has a middle class bias with only a few attempts to examine the broader issues of females and education. The Weis textbook provides valuable research on selected topics related to class, race, and gender.

This volume certainly does not include studies representing all racial and ethnic groups. Such additional research awaits inclusion in other volumes, perhaps in the SUNY series “Frontiers in Education.” The series analyzes educational issues and concerns from a range of disciplinary perspectives and approaches by encouraging a synthesis of existing research and publishing new educational research findings. *Class, Race, & Gender in American Education* will in fact promote controversy among the education and social science community of scholars. This is most desirable, because as scholars debate and discuss these and related issues, new questions will be posed and the answers to those questions will help expand our knowledge base.

—Margaret A. Laughlin
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