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science reveals the dynamics of inequality in American schools. The number of African American and Latino/a receiving undergraduate and advanced degrees in computer science is disproportionately low, according to recent surveys. And relatively few African American and Latino/a high school students receive the kind of institutional encouragement, educational opportunities, and preparation needed for them to choose computer science as a field of study and profession. In short, the situation in Los Angeles looks like the situation in the rest of the country: a virtual segregation of students and teachers into races in public high schools, an environment where high school, a mark of test scores and college-bound, and a well-funded school in an affluent neighborhood. The book is indeed “virtual segregation” that maintains inequality. Two of the three schools studied offer only low-level, how-to (keyboarding, cutting and pasting) introductory computing classes. The third and wealthiest school offers advanced courses, but very few students of color enroll in them. This race gap in computer science, Margolis finds, is one example of the way students of color are denied a wide range of occupational and educational futures. Margolis traces the interplay of school structures (such factors as course offerings and students' test score ratings) and belief systems, including teachers' assumptions about their students and students' assumptions about themselves. School is the institution that is a story of how inequality is reproduced in America—and how students and teachers, given the necessary tools, can change the system.