

**Effective School
Desegregation: Equity,
Quality, and Feasibility
(SAGE Focus Editions)**

Hawley, Willis D.

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Effective School Desegregation Equity Quality And Feasibility

Anna Victoria Wilson, William E. Segall



Effective School Desegregation Equity Quality And Feasibility:

Effective School Desegregation Willis D. Hawley, 1981-12 Specialists in the field of education ethnic studies and law synthesize recent research on the desegregation process and outline relatively inexpensive steps for maximizing both educational equity and excellence The contributors examine issues vital to decision making by judges policy makers educators and parents of schoolchildren Strategies for addressing the challenges of desegregation are suggested and critical issues that require resolution for future policy and practices are identified

School Desegregation Research Jeffrey Prager, Douglas Longshore, Melvin Seeman, 2012-12-06 The desegregation situation is the keynote theme of the following chapters I Each of them touches on a different dimension of the situation the historical the temporal the spatial But the reader perusing the essays with the situation in mind should remember that the desegregation situation should not be interpreted literally Authorities and adults certainly school age children probably are influenced by their awareness of a sequence of past and future situations Some may even operate with William James's 1890 p 608 notion of the specious present that has melted in our grasp fled ere we could touch it gone in the instant of becoming thus reducing the potency of the present situation Others may be dancing to a slower tempo of change thus becoming more responsive to the present situation Whatever the perceived tempo many must share the view that the future may reverse the direction of the past Some may see that new future direction as unswerving unending or long lasting others may see it as short lived And it is through attention to the phenomenological description of desegregation that these issues can be explored a theme that is considered in several of the following chapters

School Resegregation John Charles Boger, Gary Orfield, 2009-11-13 Confronting a reality that many policy makers would prefer to ignore contributors to this volume offer the latest information on the trend toward the racial and socioeconomic resegregation of southern schools In the region that has achieved more widespread public school integration than any other since 1970 resegregation combined with resource inequities and the current accountability movement is now bringing public education in the South to a critical crossroads In thirteen essays leading thinkers in the field of race and public education present not only the latest data and statistics on the trend toward resegregation but also legal and policy analysis of why these trends are accelerating how they are harmful and what can be done to counter them What is at stake is the quality of education available to both white and nonwhite students they argue This volume will help educators policy makers and concerned citizens begin a much needed dialogue about how America can best educate its increasingly multiethnic student population in the twenty first century Contributors Karen E Banks Wake County Public School System Raleigh N C John Charles Boger University of North Carolina School of Law Erwin Chemerinsky Duke Law School Charles T Clotfelter Duke University Susan Leigh Flinspach University of California Santa Cruz Erica Frankenberg Harvard Graduate School of Education Catherine E Freeman U S Department of Education Jay P Heubert Teachers College Columbia University Jennifer Jellison Holme University of California Los Angeles Michal Kurlaender Harvard Graduate

School of Education Helen F Ladd Duke University Luis M Laosa Kingston N J Jacinta S Ma U S Equal Employment Opportunity Commission Roslyn Arlin Mickelson University of North Carolina at Charlotte Gary Orfield Harvard Graduate School of Education Gregory J Palardy University of Georgia John A Powell Ohio State University Sean F Reardon Stanford University Russell W Rumberger University of California Santa Barbara Benjamin Scafidi Georgia State University David L Sjoquist Georgia State University Jacob L Vigdor Duke University Amy Stuart Wells Teachers College Columbia University John T Yun University of California Santa Barbara

Race, Class, and Education Kenneth J. Meier, Joseph Stewart, Robert E. England, 1989 While most school systems have undergone some formal desegregation to eliminate inequities in access to education inequities and discrimination nonetheless remain In this study covering 170 major school districts during the years between 1968 and 1984 the authors discuss the remaining obstacles to equal opportunity in education Clustering of students into separate classes or groups of classes based on perceived learning potential is one form of discrimination that remains disciplinary policy resulting in suspension or expulsion is the other Based on their findings Meier Stewart and England argue that the single most important factor in improving the access of black students to equal educational opportunities is having black teachers in the classroom a goal attainable through use of the political system In a very concise book Meier Stewart and England build a damning case against standard education policies as contributors to the resegregation of our schools In the process they give us an excellent example of what good policy analysis is by carefully blending empirical documentation with evaluation and prescription Mary Kweit Public Administration Review

People of the Dream Michael O. Emerson, 2010-12-16 It is sometimes said that the most segregated time of the week in the United States is Sunday morning Even as workplaces and public institutions such as the military have become racially integrated racial separation in Christian religious congregations is the norm And yet some congregations remain stubbornly racially mixed People of the Dream is the most complete study of this phenomenon ever undertaken Author Michael Emerson explores such questions as how do racially mixed congregations come together How are they sustained Who attends them how did they get there and what are their experiences Engagingly written the book enters the worlds of these congregations through national surveys and in depth studies of those attending racially mixed churches Data for the book was collected over seven years by the author and his research team It includes more than 2 500 telephone interviews hundreds of written surveys and extensive visits to mixed race congregations throughout the United States People of the Dream argues that multiracial congregations are bridge organizations that gather and facilitate cross racial friendships disproportionately housing people who have substantially more racially diverse social networks than do other Americans The book concludes that multiracial congregations and the people in them may be harbingers of racial change to come in the United States

Resources in Education, 1996-04

Does School Choice Work? Julian R. Betts, 2006

A Smarter Charter Richard D. Kahlenberg, Halley Potter, 2014-12-04 A remarkable new book Wise and energetic advocates such as Kahlenberg and Potter can take the charter movement in new

and useful directions The Washington Post Moving beyond the debate over whether or not charter schools should exist A Smarter Charter wrestles with the question of what kind of charter schools we should encourage The authors begin by tracing the evolution of charter schools from teacher union leader Albert Shanker s original vision of giving teachers room to innovate while educating a diverse population of students to today s charter schools where the majority of teachers are not unionized and student segregation levels are even higher than in traditional public schools In the second half of the book the authors examine two key reforms currently seen in a small but growing number of charter schools teacher voice and socioeconomic integration that have the potential to improve performance and reshape the stereotypical image of what it means to be a charter school Important reading for policymakers educators researchers and all citizens interested in the future of America s public schools A Smarter Charter features Profiles of charter schools that are bucking the prevailing trends including their performance data and the challenges they face Best practices from successful charter schools such as methods for attracting a diverse student body and examples of innovative teacher contracts Reform strategies that can improve student outcomes in a variety of public schools not just charters Kahlenberg and Potter have delivered a thought provoking serious contribution Agree or not with their views on the purpose and performance of charter schools they have important things to say on where charters have been where they need to go and how they can get there Friends and foes of charter schooling alike would do well to read this book Frederick M Hess resident scholar and director of Education Policy Studies American Enterprise Institute Read this book and draw inspiration and ideas from charter schools and educators bucking the trend and reclaiming that original collaborative and powerful promise and spirit I hope parents educators in all sectors concerned citizens policymakers philanthropists and charter sector leaders will take its compelling message to heart and act on it Dennis Van Roekel former president National Education Association A tour de force laying out in singular fashion what has gone wrong with the charter school movement and what must be done to get it back on track A Smarter Charter is a must read for those concerned with the future of charter schools and public education Randi Weingarten president American Federation of Teachers

Reading, Writing, and Race Davison M. Douglas, 2012-01-01 Using Charlotte North Carolina as a case study of the dynamics of racial change in the moderate South Davison Douglas analyzes the desegregation of the city s public schools from the Supreme Court s 1954 Brown v Board of Education decision through the early 1970s when the city embarked upon the most ambitious school busing plan in the nation In charting the path of racial change Douglas considers the relative efficacy of the black community s use of public demonstrations and litigation to force desegregation He also evaluates the role of the city s white business community which was concerned with preserving Charlotte s image as a racially moderate city in facilitating racial gains Charlotte s white leadership anxious to avoid economically damaging racial conflict engaged in early but decidedly token integration in the late 1950s and early 1960s in response to the black community s public protest and litigation efforts The insistence in the late 1960s on widespread busing

however posed integration demands of an entirely different magnitude As Douglas shows the city s white leaders initially resisted the call for busing but eventually relented because they recognized the importance of a stable school system to the city s continued prosperity [Oh, Do I Remember!](#) Anna Victoria Wilson,William E. Segall,2001-07-19 The story of one city s experience with school desegregation as seen through the eyes of the teachers who lived it [Teacher Burnout in the Public Schools](#) A. Gary Dworkin,1987-01-01 This unique study is the first large scale sociological analysis of teacher burnout linking it with alienation commitment and turnover in the educational profession In the process of doing so Anthony Gary Dworkin uncovers some startling trends that challenge previous assumptions held by public school administrators Urban public school districts spend up to several million dollars annually on programs intended to rekindle enthusiasm among their teachers hoping thereby to reduce the turnover rates They also assume that enthusiastic teachers will heighten student achievement Yet data presented in Teacher Burnout in the Public Schools challenge these suppositions Dworkin s research shows teacher entrapment rather than teacher turnover as the greater problem in education today Teachers are now more likely to spend their entire working lifetime disliking their careers and sometimes their students rather than quitting their jobs and Dworkin proposes that principals more than any other school personnel can do much to break the functional linkage between school related stress and teacher burnout The author s findings also indicate that burned out teachers pose a minimal threat to the achievement of most children but that they do have an adverse impact on brighter students Teacher Burnout in the Public Schools includes an inventory of supported propositions and three levels of policy recommendations These important policy recommendations suggest substantial organizational changes in the nature of the training of public school teachers in the college educational curriculum in the teacher employment and deployment practices of school districts as well as in the administrative style of school principals [Encyclopedia of African-American Education](#) Charles A. Asbury,D. Kamili Anderson,Michael Fultz,Sylvia M. Jacobs,Faustine C. Jones-Wilson,Margo Okazawa-Rey,1996-08-28 This indispensable reference is a comprehensive guide to significant issues policies historical events laws theories and persons related to the education of African Americans in the United States Through several hundred alphabetically arranged entries the volume chronicles the history of African American education from the systematic long term denial of schooling to blacks before the Civil War to the establishment of the Freedmen s Bureau and the era of Reconstruction to Brown v Board of Education and the civil rights reforms of the last few decades Entries are written by expert contributors and contain valuable bibliographies while a selected bibliography of general sources concludes the volume The African American population is unique in that its educational history includes as law and public policy the systematic long term denial of the acquisition of knowledge In the 18th century African Americans were initially legally forbidden to be taught academic subjects in the South where most African Americans lived This period which ended around 1865 with the conclusion of the Civil War and the establishment of the Freedmen s Bureau was followed by the introduction of laws policies and practices providing for rudimentary education

for 69 years under the dual school separate but equal policies established by Plessy v Ferguson 1896 These policies did not end until the Brown v Board of Education decisions of 1954 and 1955 were reinforced by the passage of civil rights and equal opportunity legislation in the mid 1960s The education of African Americans has been a continuing moral political legal economic and psychological issue throughout this country s history It continues to consume time and attention and it remains an unresolved dilemma for the nation Through several hundred alphabetically arranged entries this indispensable reference offers a comprehensive overview of significant issues policies historical events laws persons and theories related to African American education from the early years of this country to the present day The entries are written by expert contributors and each entry includes a bibliography of works for further reading A selected general bibliography concludes the volume

The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary

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The Imperative of Integration Elizabeth Anderson, 2013-04-21 A powerful new argument for reviving the ideal of racial integration More than forty years have passed since Congress in response to the Civil Rights Movement enacted sweeping antidiscrimination laws in the Civil Rights Act of 1964 the Voting Rights Act of 1965 and the Fair Housing Act of 1968 As a signal achievement of that legacy in 2008 Americans elected their first African American president Some would argue that we have finally arrived at a postracial America but The Imperative of Integration indicates otherwise Elizabeth Anderson demonstrates that despite progress toward racial equality African Americans remain disadvantaged on virtually all measures of well being Segregation remains a key cause of these problems and Anderson skillfully shows why racial integration is needed to address these issues Weaving together extensive social science findings in economics sociology and psychology with political theory this book provides a compelling argument for reviving the ideal of racial integration to overcome injustice and inequality and to build a better democracy Considering the effects of segregation and integration across multiple social arenas Anderson exposes the deficiencies of racial views on both the right and the left She reveals the limitations of conservative explanations for black disadvantage in terms of cultural pathology within the black community and explains why color blindness is morally misguided Multicultural celebrations of group differences are also not enough to solve our racial problems Anderson provides a distinctive rationale for affirmative action as a tool for promoting integration and explores how integration can be practiced beyond affirmative action Offering an expansive model for practicing political philosophy in close collaboration with the social sciences this book is a trenchant examination of how racial integration can lead to a more robust and responsive democracy

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*

Critical Readings on Latinos and Education Enrique G Murillo Jr, 2019-01-14 This critical anthology showcases an interdisciplinary forum of scholars sharing a common interest in the analysis discussion critique and dissemination of educational issues impacting Latinos Drawing on the best of the past 20 years of the *Journal of Latinos and Education* the collection highlights work that has been seminal in addressing complex educational issues affecting and influencing the growing Latina and Latino population Chapters discuss the production and application of wisdom and knowledge to real world problems while engaging and collaborating with the interests of key stakeholders in other sectors outside the traditional academy Organized thematically around issues related to policy research practice and creative and literary works the collection is sure to extend and encourage novel ways of thinking about the ongoing and emerging questions around the unifying thread of Latinos and education

Children, Families, and Government Edward F. Zigler, Sharon Lynn Kagan, Nancy W. Hall, 1996-09-13 *Children Families and Government Preparing for the Twenty first Century* analyses the relationship between child development research and the design and implementation of social policy concerning children and families This book is both timely and enduring perennially important issues like health care welfare reform and drug abuse are addressed in a context that enables the reader to relate current events to the theories and foundations on which policies are based It highlights state of the art research and reforms to specify policy areas affecting children and families

Rethinking the American Race Problem Roy L. Brooks, 1992-01-30 A path breaking analysis of the advent and consequences of deep class stratification in African American society since the civil rights movement of the 1960s Characterized by breadth of vision and reflective realism *Rethinking the American Race Problem* is a worthy and welcome successor to Gunnar Myrdal's seminal work *The American Dilemma The Negro Problem and Modern Democracy* published almost half a century ago Boris I Bittker *Yale University* Insightful tightly argued and deeply felt This brilliant book will affect the thinking of all who read it William A Fletcher *University of California* *Rethinking the American Race Problem* challenges the conventional understanding of the problem of race relations in the United States Gerrald Torres *University of Minnesota* Offers a fresh and intellectually provocative perspective on the relationship between race and public policy in today's America Martin Kilson *Harvard University*

Democratic Education Amy Gutmann, 1999-04-18 A groundbreaking classic that lays out and defends a democratic theory of education Who should have the authority to shape the education of citizens in a democracy This is the central question posed by Amy Gutmann in the first book length study of the democratic theory of education The author

tackles a wide range of issues from the democratic case against book banning to the role of teachers unions in education as well as the vexed questions of public support for private schools and affirmative action in college admissions An
Invitation to Law and Social Science Richard Lempert, Joseph Sanders, 1986-03-29 This innovative work treats law as the set of rules governing how people should act in society and it demonstrates how the legal system attempts to deter antisocial behavior Comprised of three sections the book explores different ways in which law decides issues of responsibility how cases are adjudicated and theories of distributive justice and social change Distinguished by its problem oriented topical perspective An Invitation to Law and Social Science serves as an invaluable book for course in law and society legal process and the sociology of law

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