



Education and Housing Equity Project Records.

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ERIC databases search results, 12/11/95 (various integration-related searches)

-ERIC_NO-ED379769

-TITLE-"Brown" at 40: The Tasks That Remain for Educators and Lawyers.

-AUTHOR-Heubert, Jay P.

-ABSTRACT-

This paper describes some of the race discrimination issues in education that are most pressing 40 years after the "Brown v. Board of Education" decision and offers ways in which lawyers and educators can help address such discrimination. The following race discrimination issues in education are likely to produce conflict: (1) the use of ability groupings that tend to segregate students of color; (2) educational remedies in school desegregation cases ("Milliken II"); (3) educational services for limited-English-proficient students and the feasibility of bilingual education; (4) educational services for children of undocumented immigrants and the role of school officials in enforcing national immigration laws; and (5) harassment based on race and national origin. Lawyers and educators should approach discrimination not only as a legal problem but as a problem warranting immediate and aggressive educational interventions.

Attorneys can encourage their education clients to take the following steps: (1) acknowledge the problem; (2) promote student and staff diversity; (3) teach students the history of the American civil rights movement; (4) eliminate ability groupings and set high expectations for all students; (5) ensure that curricula respects the contributions and concerns of persons of color; (6) modify pedagogies; (7) treasure native languages and ethnic identities; (8) create professional staffs to serve an increasingly diverse student population; (9) eliminate funding inequities; and (10) reduce concentrations of poor children in urban schools. (LMI)

-GEOG_SOURCE-U.S.; Massachusetts-CLEARINGHOUSE_NO-EA026514-

PUBLICATION_TYPE-150; 120; -PUBLICATION_DATE-1994

-TITLE- American Businesspeople and the Ambivalent Transformation of Racially Segregated Public Schools.;

-AUTHOR- Stanfield, John H., II;

-JOURNAL_CITATION- "Phi Delta Kappan; v72 n1 p63-67 Sep 1990";

-ABSTRACT-

Modern public education is rooted in capitalist interests of turn-of-the-century industrialists and their institutions. The Americanization of cheap immigrant labor and the formation of a passive industrial workforce were that era's dominant sociological concerns. **More recently, residential desegregation efforts are hampered by real estate institutions and affluent investors.** Includes 17 references. (MLH);

-ERIC_NO- EJ419453;

-TITLE- The Dilemma of Metropolitan School Desegregation.;

-AUTHOR- Stevens, Leonard B.;

-JOURNAL_CITATION- "Education and Urban Society; v23 n1 p61-72 Nov 1990";

-ABSTRACT-

Discusses the increasing proportion of minority enrollments in urban schools and the ensuing social isolation of Black and Hispanic American students. Reviews four models of metropolitan school desegregation plans. **Suggests a federal initiative that would require states to develop plans involving multiple school districts.** (FMW);

-ERIC_NO- ED333078;

-TITLE- The Institutional and the Personal in Explaining Cognitive Outcomes under Desegregation: A Mississippi Test.;

-AUTHOR- Wirt, Frederick M.;

-ABSTRACT-

This paper explores the comparative utility of institutional and personal qualities in explaining cognitive outcomes in self-esteem, racial attitudes, and political and social involvement in the



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