School Desegregation: Past, Present, and Future

School Desegregation - Walter Stephan 2013-06-29


School Desegregation Research - Jeffrey Prager 2012-12-06 The desegregation situation is the keynote theme of the following chapters. 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.


Schools & the Courts: Greenberg, J. et al. Desegregation - 1979

Public School Desegregation in the United States, 1968-1980 - Gary Orfield 1983 This book is a partly quantitative, partly qualitative analysis of public school desegregation in the United States from 1968 to 1980. It is based on racial data (collected for the House Subcommittee on Civil and Constitutional Rights) released for the first time in this work. Chapter 1, "Regional Trends in School Desegregation," focuses on changes since 1968, first for Black students and then for Hispanic students. The Northeast, it is reported, was the only region in which segregation of Black students increased; in 1980, it had the highest level of any region while in all other regions segregation of Blacks decreased. In contrast, the book reveals, segregation for Hispanics rose sharply in the seventies. Chapter 2, "The Cities and School Segregation," discusses the special situation of large cities: in almost all large metropolitan areas, White enrollment is reported as having declined as Black and Hispanic enrollment increased. Desegregation efforts reportedly were most successful where a metropolitan approach--involving suburbs and central city--was employed. Chapter 3, "Metropolitan Desegregation Patterns," examines metropolitan areas for which areawide data are available. The effects of desegregation plans are considered for the two regions that are best documented, the Southern and Western states. It is found that, unlike in the South, desegregation orders are far from universal in the West, even within central cities. Chapter 4 draws conclusions and makes recommendations regarding policies for data collection and school and housing desegregation. Appended are data indicating school segregation by State (1980), percentage of White and Black enrollment in the nation's largest school districts (1968-80), and technical notes. (KH)
Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies: A review of the empirical research on desegregation: community response, race relations, academic achievement and resegregation- 1981

Research in Sociology of Education and Socialization-Ronald G. Corwin 1981-12

The yale law journal- 1982

Minorities and Girls in School-David Johnson 1997-07-28 In this book, four psychologists use scientific inquiry to understand what helps and what hinders the academic and life performance of minority students and girls in the United States, asking questions such as: What has desegregation accomplished? Can performance at school be enhanced by facilitating improvements in parent-child interactions? Why are levels of achievement in mathematics and science low for girls and minorities? What stops women and minorities from choosing and completing degrees in science and engineering? Each chapter communicates a vital area of scientific investigation to politicians and policymakers who are invited to think and act upon these anomalies, which show no sign of diminishing.

Race Traitor- 1996

Chicano School Failure and Success-Richard R. Valencia 2011-02-01 The third edition of the best selling collection, Chicano School Failure and Success presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as la Chicana, two way dual language education, higher education, and gifted Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in-depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards-based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policymakers, and community activists alike.

Forty Years After the Brown Decision-Kofi Lomotey 1996 This volume is divided into two sections. The first is entitled The General Implications of Desegregation for U.S. Education, and the second is The Impact of Desegregation on Black Colleges. It contains 11 chapters discussing the social, educational, and cultural effects of desegregation.

Southwestern Historical Quarterly- 1991

University of Pennsylvania Law Review- 1984 University of Pennsylvania Law Review provides a forum for the publication of original research on a broad range of legal and law-related topics.

Introduction:

On June 11, 1963, The University of Alabama provided the backdrop for what would become a lasting symbol in U.S. civil rights history. With his stand in the schoolhouse door staged at Foster Auditorium on the University's campus, Governor George C. Wallace attempted to defy a federal mandate by blocking the admission of two black students to the University. The nature of racial prejudice and discrimination - its causes, its history, and its impact on society - was the focus of a 1988 national symposium hosted by The University of Alabama to mark the 25th anniversary of the stand in the schoolhouse door. On this occasion, major participants in the Wallace stand reconvened to reflect on the issues and circumstances surrounding that event. In addition, because of the original event's central place in civil rights history, and because of the many racial disturbances and difficulties occurring today, scholars from across the country were asked to contribute to an extensive examination of racial prejudice and discrimination. This book is based on the presentations commissioned for the symposium and is divided into three sections: Historical Context, Current Psychosocial-Cultural Assessments of Prejudice and Discrimination, and Strategies for Change. The contributors include Dan T. Carter, E. Culpepper Clark, John F. Dovidio, Samuel L. Gaertner, Rhoda E. Johnson, James Jones, Leon F. Litwack, Fannie Allen Neal, Mortimer Ostow, Thomas F. Pettigrew, and Walter G. Stephan. The editors have provided introductions to each of the three sections that place the chapters in both historical and contemporary contexts. Opening Doors describes the progress that has been made in this country in the relationships between and among the races since a sneering Governor Wallace withdrew from the University campus, telling bystanders to “come back and see us in Alabama.” The volume also sheds new light on our understanding of prejudice and discrimination and serves to broaden our current perspectives on the traditions, values, attitudes, and behavior patterns that contribute to and reflect these negative components of race relations. At the same time, by recounting historical issues associated with prejudice, racism, and discrimination, by offering current analyses of these concepts, and by suggesting strategies for effecting appropriate and meaningful change, Opening Doors leads to a clear understanding of the nature and extent of progress yet to be realized before we are able to engage in harmonious race relations and enjoy the benefits of a more just society.

Kirp & Yudof’s Educational Policy and the Law-David L. Kirp 1982


Qualitative Approaches to Evaluation in Education-David M. Fetterman 1988 Critics of qualitative educational evaluation frequently assume this approach is a monolithic entity rather than a multitude of varied approaches. This collection dispels this myth by comparing, contrasting, and clarifying various qualitative approaches. It represents a wealth of practical alternatives designed to add to the evaluator's arsenal. The editor has combined classic papers with newer writings to present a comprehensive coverage of varied approaches in the field--including ethnography, naturalistic inquiry, generic pragmatic (sociological) qualitative inquiry, connoisseurship and criticism, and a few completely new qualitative approaches--which are presented in this work by their founders or major proponents.

Race, the Courts, and Equal Education-Richard Fossey 1998

**Effective Schools and Classrooms**- David A. Squires 1983 A model for improving school and classroom effectiveness must pay attention to: (1) leadership; (2) school climate; (3) supervision; (4) teacher behaviors; (5) student behaviors; and (6) student achievement. Chapter 1 of this book on effective schools and classrooms introduces these important issues and describes a model incorporating these issues. Chapter 2 reviews research about student and teacher behaviors and how they affect classroom effectiveness. Chapter 3 suggests ways administrators can help teachers promote student involvement, coverage, and success through positive supervision. Research concerning effective schools is the topic of chapter 4, and chapter 5 demonstrates how indicators of effective schools are grouped into the more general categories of school climate and leadership. Chapter 6 uses a hypothetical case study to show how school leadership processes can promote a school climate where there is an academic emphasis, an orderly environment, and expectations for success. The chapter ends with suggestions for superintendents and school boards for improving student achievement. Chapter 7 includes a questionnaire for assessing a school's effectiveness. The eighth chapter discusses principles of the school improvement process. A summary is offered in the ninth chapter, and appendices provide information on monitoring student behavior and the policy statement of a school district on school effectiveness. (JMK)

**International Journal of Group Tensions**- 1988

**Social Psychology**- Reuben M. Baron 1991

**WSR, Western Sociological Review**- 1983

**America, History and Life**- 1989 Article abstracts and citations of reviews and dissertations covering the United States and Canada.

**Social Psychology**- Daniel Perlman 1983

**Social Change, Social Context and White Youth's Racial Attitudes**- Tyrone Anthony Forman 2001
Creating Effective Schools-Wilbur B. Brookover 1982

Social Psychology-David L. Watson 1984

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.

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