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Published mainly between 1966 and 1969, 183 articles, books, papers, reports, and bibliographies related to school desegregation are listed under four headings, as follows: (1) Legal background, including assessments of court decisions, legislation, and administrative rules and regulations; (2) school-community relations, concerning patterns of interaction among school officials, desegregation supporters and opponents, and other interest groups, and the impact of these interactions on community conflict and cooperation; (3) implementation problems and techniques, defining the feasibility of alternative desegregation procedures; and (4) evaluation, referring to the impact of the desegregation policy at both national and local levels and to future research and evaluation needs. Several items are annotated. (JK)
Implementing School Desegregation
A Bibliography
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A Bibliography

compiled by

John S. Hall

March 1970

ERIC Clearinghouse on
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Bibliography Series, Number Sixteen

Edited by Stuart C. Smith
Preface

The Educational Resources Information Center (ERIC) is a national information system operated by the U.S. Office of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Administration (ERIC/CEA), one of 19 such units in the ERIC system, was established at the University of Oregon in 1966. The Clearinghouse collects, indexes, and abstracts documents concerned with the leadership, management, and structure of public and private educational organizations on the elementary and secondary education levels. Documents processed by ERIC/CEA, together with documents processed by the other ERIC clearinghouses, are announced in Research in Education (RIE), ERIC's monthly index and abstract catalog. RIE is available in many libraries and by subscription for $21 a year from the U.S. Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by The National Cash Register Company.

In addition to acquiring and processing documents, the Clearinghouse has another major function, that of information analysis and synthesis. ERIC/CEA prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

This bibliography is one of a series of bibliographies devoted to topics of widespread current interest in educational administration. The compiler, John S. Hall, is a doctoral candidate in the Department of Political Science at the University of Oregon. He is employed by the Clearinghouse as a document analyst.

Philip K. Piele
Director
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Introduction

Although equal opportunity for all citizens remains the long-range goal of this nation's educational policy, as prescribed by the U.S. Supreme Court in its 1954 Brown v. Board of Education of Topeka decision, the specific requirements and methods for implementing this policy have changed significantly. Since 1954, various litigation, federal legislation, and administrative rules and regulations have amended and further defined the Brown decision. Many changes in the equal opportunity policy are the result of evaluating and improving upon initial desegregation efforts.

Numerous books, articles, and reports have been published analyzing the desegregation policy's impact, assessing the techniques and methods of desegregation that have been attempted, and recommending additional directions desegregation policy should follow. This literature, concerned with the problems of and means and reasons for desegregating the schools, is the subject of this bibliography. The listing is intended to be of special interest to school administrators, social scientists, and citizens involved in implementing the national school desegregation policy.

In compiling the bibliography, emphasis was placed on materials that accurately define the policy in its present state and that interpret current implementation efforts. For this reason, only literature published from 1966 through 1969 has been cited. Exceptions are made for a few documents containing significant material not found in the more recent literature. Readers wishing to review earlier literature are referred to the bibliographies cited in part 4, especially Weinberg's School Integration. Materials dealing specifically with the psychological effects of desegregation are not included.

A total of 183 documents are listed alphabetically in four parts. Part I includes assessments of court decisions, legislation, and administrative rules and regulations affecting school desegregation.

In developing viable desegregation plans, school officials must understand not only the legal boundaries, but also the constraints superimposed on those boundaries by the actions of community groups. The literature listed in part 2 describes the patterns of interaction and influence among school officials, desegregation supporters, desegregation opponents, and other interest groups, and assesses the impact of these interactions on the level of community conflict and cooperation during desegregation.
Documents cited in part 3 offer specific guidelines and recommendations for implementing desegregation. Much of this literature deals with the feasibility of alternative methods and techniques, often based on the first-hand experience of school districts that have been involved in desegregation.

Part 4 includes evaluations of the impact of the desegregation policy on both national and local levels. Suggestions for future research and evaluation needs and bibliographies of earlier desegregation literature are also listed in this section.

These four categories are by no means mutually exclusive. In several cases where contents of a document overlap into two or more categories, the document has been listed in the one deemed most appropriate.

Several citations have been provided with annotations to alert the reader to important contributions not apparent from the document's title.

John S. Hall
1.

Legal Background


This comprehensive analysis of the role of the Office of Education in implementing the Elementary and Secondary Education Act of 1965 includes a description of the development and administration of OE's school desegregation rules and regulations, as established by Title VI of the Civil Rights Act of 1964.


Reviews the legal issues and court decisions related to de facto school segregation.

Cabinet squabbles confuse policies on desegregation. *Nation's Schools*, 84 (October 1969), 36.

Carter, Robert L. The law and racial equality in education. *Journal of Negro Education*, 37 (Summer 1968), 204-211.


Each local school system not already under a court order to desegregate shall institute a plan conforming to the accompanying decree, under a state-wide order for school desegregation to be implemented by defendant state school officials—the 1965 Alabama tuition-grant statute is unconstitutional as a law designed to perpetuate a segregated state school system. *Harvard Civil Rights–Civil Liberties Law Review*, 3 (Fall 1967), 167+.


Freedom of choice plans are not to be used when more effective means for desegregation are available. *Vanderbilt Law Review*, 21 (November 1968), 1,093+.


HEW guidelines constitutionally require school boards to affirmatively abolish the existing effects of de jure segregation. Rutgers Law Review, 21 (Summer 1967), 753+.


New civil rights director tells desegregation plans. Nation's Schools, 84 (July 1969), 20+.


Reutter, Edward Jr. The law, race, and school districting. Address presented at special training institute on problems of school desegregation--Columbia University, New York, July 10-12, 1968. (ED 030 692; $0.25 MF, $0.90 HC.)


School authorities have affirmative duty to integrate school system. Vanderbilt Law Review, 20 (November 1967), 1,336.
School desegregation and the Office of Education guidelines. Duquesne University Law Review, 6 (Summer 1968), 373+.


This report is a thorough and up-to-date review of the case law affecting school desegregation. The appendix contains the statement by social scientists on the effects of segregation and the anticipated consequences of desegregation that was accepted as evidence by the Supreme Court in the Brown case.


2. School-Community Relations


Beker, Jerome. Another look at race and education. Pp. 8. (ED 023 753; $0.25 MF, $0.50 HC.)

Some positive programs for dealing with community conflict are suggested in this report of a national conference on race and education attended by 600 educational administrators, school board members, civil rights leaders, government officials, university scholars, high school students, parents, and representatives of private enterprise.

* California State Department of Education. Improving ethnic balance and intergroup relations: an advisory report to the Board of Education, Corona Unified School District. Sacramento, California: CSDE, October 1967. Pp. 29. (ED 024 709; $0.25 MF, $1.55 HC.)

* California State Department of Education. Improving ethnic balance and intergroup relations: an advisory report to the Board of Education, New Haven Unified School District. Sacramento, California: CSDE, November 1967. Pp. 44. (ED 024 710; $0.25 MF, $2.30 HC.)

* California State Department of Education. Improving ethnic balance and intergroup relations: an advisory report to the Board of Education, Santa Barbara City Schools. Sacramento, California: CSDE, May 1968. Pp. 88. (ED 024 711; $0.50 MF, $4.50 HC.)

* California State Department of Education. Improving racial and ethnic distribution and intergroup relations: an advisory report to the Board of Education, Vallejo Unified School District. Sacramento, California: CSDE, April 1968. Pp. 73. (ED 024 705; $0.50 MF, $3.75 HC.)

* These reports include specific recommendations for maximizing school-community relations during desegregation.
This issue is devoted entirely to the community control-decentralization controversy. A comprehensive and up-to-date bibliography is included and should be reviewed by anyone interested in this specific topic.


This detailed comparative study of the school desegregation process in eight Northern urban school systems and seven Southern school systems approaches the problem of desegregation as a community decision. The work thoroughly analyzes the interactions between school officials and community leaders and the consequences of these interactions for compliance or resistance to the desegregation policy.

Crain, Robert L, and others. *School desegregation in New Orleans, a comparative study of the failure of social control*. Chicago: National Opinion Research Center, University of Chicago, May 1966. Pp. 188. (ED 010 046; $0.75 MF, $9.50 HC.)


Dentler, Robert A. *Barriers to Northern school desegregation*. 1966. Pp. 21. (ED 012 729; $0.25 MF, $1.15 HC.)


Goldhammer, Keith, and others. *The politics of defacto segregation: a case study*. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, May 1969. Pp. 63. (ED 032 622; $0.50 MF; $3.40 HC.)

Hamilton, C. *White communities not ready for integrated schools*. *School and Society*, 96 (Summer 1968), 262.

Papers by 11 leading authorities assess the dilemma faced by many urban school systems because of the simultaneous demands for integration and decentralization of city schools.


This comprehensive case study focuses on New York City's educational administration and its relations with other city institutions, civic groups, teachers, and administrators during desegregation and decentralization controversies. Several strategies for change are suggested.


3. Implementation Problems and Techniques


This journal contains a comparative analysis of desegregation efforts in eight Northern cities. Each of the separately authored articles is listed in this section alphabetically by author. Reprints of the articles are also found in Hill and Feeley, 1969, cited below.


Provides guidelines for obtaining support for integration programs and specific descriptions of alternative integration methods.


Bash, James H., and Morris, Thomas J. Utilizing community resources to implement school desegregation, a guidebook. Bloomington, Indiana: Phi Delta Kappa, Commission on Education and Human Rights, 1968. Pp. 28. (ED 026 740; $0.25 MF, $1.50 HC.)

Berkeley Unified School District. Integrated quality education: a study of educational parks and other alternatives for urban needs. Berkeley, California: BUSD, July 1968. Pp. 84. (ED 024 127; $0.50 MF, $4.30 HC.)

The first sections of this report deal with the planning process for dissolution of segregation in Berkeley's schools. The remaining portions deal with long-range planning for an educational park and include a careful analysis of the costs associated with various innovations.


Cohodes, A. Chicago board vacillates, but finally agrees to bus. Nation's Schools, 81 (April 1968), 22.


De Roche, E.F. De facto segregation; a primer for school personnel. The Instructor, 77 (October 1967), 85.


The editors present a framework for analysis of desegregation policy in chapters 1, 2, and 13. Other contents include separately authored case studies of desegregation efforts in Berkeley, Sacramento, Riverside, San Bernardino, and Sausalito-Mill Valley, California.

Egerton, John. De facto segregation: a tale of three cities. Southern Education Report, 3 (September 1967), 10-16. (ED 021 914; $0.25 MF, $0.45 HC.)


Hartford Public Schools. Equal educational opportunity in the cities, the report of the Hartford Conference. Hartford, Connecticut: HPS, 1967. Pp. 54 (ED 019 353; $0.25 MF, $2.80 HC.)

Position papers report on school desegregation progress and methods in Hartford, Connecticut; Berkeley, California; and Greenburgh, New York.

Havighurst, R. J. These integration approaches work, sometimes; desegregation efforts in cities across the country. Nation's Schools, 80 (September 1967), 73-75.


Eight case studies that originally appeared in Law and Society Review (November 1967) are reprinted in this volume, which also contains five reviews of recent literature on race and education.

Hontz, Glenn. Special training institute on problems of desegregation. New Orleans, Louisiana: Tulane University, August 1967. Pp. 100. (ED 027 242; $0.50 MF, $5.10 HC.)

This report describes a 6-week HEW-sponsored training institute for teachers and administrators about to be assigned to mixed schools.

Johnson, C. F., and Booth, J. Achieving racial balance; the White Plains story. School Management, 12 (January 1968), 45-49. (ED 024 701; $0.25 MF, $0.50 HC.)


McWilliams, Dorothy. How can racially balanced education be implemented? Paper distributed at Professional Education Seminar, University of Northern Iowa, Cedar Falls, November 1968. Pp. 7. (ED 024 639; $0.25 MF, $0.45 HC.) Offers NEA-sanctioned guidelines for eliminating de facto school segregation.

Nearly 3 of 4 frown on busing for desegregation; school administrator's opinion poll. Nation's Schools, 81 (May 1968), 88.


O'Brien, Richard J. A model for the determination of school attendance areas under specified objectives and constraints. Washington, D.C.: National Center for Educational Statistics, January 22, 1968. Pp. 17. (ED 018 859; $0.25 MF, $0.95 HC.) Presents a model for determining required school attendance areas when restrictions have been placed on the racial and/or social composition of each school plant. These attendance areas are designed to minimize the total distance traveled by all students.

Principal's problem: busing children out of neighborhood schools. The Instructor, 77 (March 1968), 27.


Rochester City School District. *A cooperative program between a city school district and a suburban school district.* Rochester, New York: RCSD, July 1967. Pp. 25. (ED 023 746; $0.25 MF, $1.35 HC.)


This report contains the findings of a citizens advisory committee charged with investigating the causes and effects of segregation in Sacramento. Specific recommendations for improvement are offered.

Schafer, Ronald (Comp.). *Report of the Educational Park Advisory Committee to the Metropolitan Education Sub-committee of the Joint Committee on Education.* Olympia, Washington: Washington State Legislature, August 1968. (ED 028 543; $0.25 MF, $1.40 HC.)

This document contains an advisory committee's proposal for an educational park as a means for coping with de facto segregation in Seattle. Contains a tentative plan and proposed legislation for implementation.

Sinclair, Ward. *Trigg county tried 'pairing,' and it worked.* Southern Education Report, 3 (September 1967), 24-27. (ED 021 916; $0.25 MF, $0.20 HC.)


St. Louis Public Schools. * Replies to 136 statements, accusations, and criticisms of desegregation policies and practices of the St. Louis Board of Education and school administrators.* St. Louis: SLPS, May 1963. Pp. 133. (ED 029 050; $0.75 MF, $6.75 HC.)

A thorough explanation of one school district's decision to redraw school boundaries. Methods and techniques are specified.

Stout, Robert, and Inger, Morton. *School desegregation: progress in eight cities.* Chicago: U.S. Commission on Civil Rights (ED 015 976; $0.25 MF, $0.96 HC.)

Sullivan, N. V. *Should administrators seek racial balance in the schools?* Phi Delta Kappan, 49 (March 1968), 378-80.

Taylor, Joseph. *Summer institute of psychological-sociological problems of school desegregation; 80 school administrators, supervisors, principals and teachers in ten Florida counties.* Daytona Beach, Florida: Bethune-Cookman College, March 1968. Pp. 14. (ED 023 730; $0.25 MF, $0.80 HC.)

Terkel, Studs. Two superintendents discuss integration--interview. *Integrated Education,* 5 (August-September 1967), 17-29. (ED 020 222; $0.25 MF, $0.80 HC.)


U.S. Commission on Civil Rights. *Schools can be desegregated.* Washington, D.C.: USCCR, June 1967. Pp. 18. (ED 019 341; $0.25 MF, $0.80 HC.)


This document and volume 1, cited above, offer specific guidelines for planning and implementing school desegregation. Volume 2 provides illustrations and examples of alternative desegregation methods.


Vail, Edward O. (Ed.). *Administrator's in-depth seminar in problems of desegregation as they relate to large city schools; summaries of seminar discussions.* Los Angeles: Los Angeles City Schools, 1967. Pp. 101. (ED 025 547; $0.50 MF, $5.15 HC.)

4. Evaluation


Chesler, Mark A. *In their own words; a student appraisal of what happened after school desegregation.* Atlanta, Georgia: Southern Regional Council, January 1967. Pp. 78. (ED 023 716; $0.50 MF, $4.00 HC.)


Coffin, Gregory C. *Coping with racial imbalance.* Paper presented at annual meeting of American Association of School Administrators--Atlantic City, New Jersey, February 17, 1969. (ED 028 504; $0.25 MF, $1.70 HC.)

Contends that administrators must share much of the blame for the fact that more children now attend segregated classrooms than in 1954.


Coleman, James S. *Equal schools or equal students.* The Public Interest, 4 (Summer 1966), 70-75.

This report, containing data on nearly 600,000 students from a nationwide sample of 4,000 schools, provides important baseline information on the extent and impact of desegregation in the nation's classrooms. The document is also an important reference for those interested in the effects of racial mixture on academic achievement and social adjustment of both black and white students.


This volume includes all the articles originally printed in the Winter 1968 special issue of the Harvard Educational Review. Additional articles on that same theme are also provided. In all, 19 articles prepared by leading authorities in the field of school desegregation deal with issues related to three general topics: research in desegregation, policies of desegregation, and implementation of equal educational opportunities.


Assesses regional and state inequalities in educational opportunities on the basis of 1965 national sample survey data.

Integrated Education. Published bi-monthly by Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604.

Each issue of this journal contains a chronicle of school integration policy and a bibliography of related literature.


Assesses the total reaction of a community to a busing program and offers suggestions based on this evaluation.

Novak, B. J. Problems and dilemmas in urban school integration. Education, 88 (February 1968), 221-227.


Schrag, Peter. Why our schools have failed. Commentary, 45 (March 1968), 31-40.


Southern Education Report, 4 (June 1969), 1-55.

This final issue of Southern Education Report is devoted to appraisals of desegregation progress during the 15-year period since the Brown decision and to accounts of the current status of school desegregation.


Examines the status of school desegregation efforts in the Southern and Border States immediately before and after the May 1968 court decision that schools must abandon "ineffective" freedom of choice plans.

St. Louis Public Schools. The status of integration in the St. Louis public schools during the 1966-67 school year--a factual report to the Board of Education. St. Louis: SLPS, June 1967. Pp. 77. (ED 016 017; $0.50 MF, $13.95 HC.)

Although published in 1958, this monograph remains unique in the literature on desegregation. The authors evaluate the feasibility of the following major approaches to desegregation research: cross-community comparisons, detailed studies of communities; case studies of school desegregation, attitude surveys, personality studies, communication and propaganda analysis, case studies of collective behavior, small group analysis, situational analysis, and action research. Specific examples of research projects are provided.


Includes 30 conference papers dealing with many elements of desegregation including effectiveness of federal programs, school desegregation efforts in several Northern cities, and research directions.


The most comprehensive survey of the extent and nature of de facto segregation in the nation's urban schools.


This regional survey, based on data obtained from field interviews and HEW files, evaluates desegregation efforts in the South following enactment of the Civil Rights Act of 1964.


This comprehensive bibliography contains references to literature on race and education published primarily during the 1950's and early 1960's.

Wilson, Alan B., and others. Education of disadvantaged children in California: a report to the California State Committee on Public Education. Sacramento, California: California State Department of Education, September 15, 1967. P. 54. (ED 016 706; $0.25 MF, $2.80 HC.)
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