The stated purpose of this bibliography is to assist school administrators, legislators, governors, and others in identifying documents already in their libraries which might assist in decision making at their respective levels, encourage effective action, and enhance the sense of urgency which the great American dream of equal educational opportunity for all creates. Documents included in this bibliography are stated to provide a background of the problems, issues, and barriers; the promising practices and models; and, some implementation, responsibility, and accountability. The divisions in the listing are said to follow the five categories of discrimination: ethnic/racial background, economic status, sex, age, and exceptional needs. Also included is a section on finance. Because of the overlapping nature of most materials included, it is suggested in the bibliography that the entire bibliography be examined, rather than an examination of only the particular area of interest. Loan copies of the cited publications may be available from local public, university, or state libraries. Purchase copies can be ordered from the sources shown. In the case of an ERIC publication (i.e. those cited documents with ED numbers shown at end of document), the local library may have the original document and/or the ERIC microfiche. (Author/JM)
BIBLIOGRAPHY

EQUAL EDUCATIONAL OPPORTUNITY:
Myth or Reality?

Prepared by Gladys H. Mills
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9th Annual Meeting
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Education Commission of the States
Wendell H. Pierce, Executive Director
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We acknowledge with gratitude the assistance from the Resource Center staff -- Margaret O. Bandli, Catherine M. Feather and Catherine G. Lockwood.
INTRODUCTION

The great American dream of equal educational opportunity for all is yet a myth. The "one day"—of which Dr. Martin Luther King, Jr., dreamed—has not yet come. That is the reality!

It was in 1954 that the U.S. Supreme Court held, in Brown v. Board of Education, that the equal protection guarantees of the Fourteenth Amendment were violated by racial segregation of children in public schools. It was in 1964 that the Civil Rights Act was enacted with Title VI providing that any program receiving federal funds must insure that no person in the program be subjected to discrimination. It is 1975 and racial segregation in public schools is still practiced.

The unfulfilled dream remains the hope of many an American and is a paramount concern to students, parents, educational and political leaders as well as many a court. When will we resolve the issues which, because of psychological and sociological barriers, have thus far defied permanent resolution? How can we eliminate the frustrations experienced by all parties because there is no concerted attempt to highlight successful efforts to achieve equal educational opportunity in one area and adapt them to other areas? What accounts for the acceptance of transportation of pupils by bus as normal and natural in certain settings, particularly rural, and the nonacceptance of busing as a tool of racial balance, particularly in urban/suburban locales? If busing is so unacceptable, what are the alternatives and why have they not been pursued as conscientiously as busing has been opposed?

Firm actions based on the knowledge and experience of successes and failures and a sincere commitment combined with a dare to achieve this great American dream are the needs—to change this dream from myth to reality!

In a study of this profoundly complex subject, one can be inundated by the volume of available relevant professional literature, legislation, court decisions, resource organizations and individuals. This Selected Bibliography is intended primarily to assist school administrators, legislators, governors and others in identifying documents already in their libraries which might assist in decision making at their respective levels, encourage effective action and enhance the sense of urgency which the dream creates.

Documents included in this bibliography provide
1. a background of the problems/issues/barriers
2. the promising practices and models
3. some implementation responsibility and accountability.

The divisions follow the five categories of discrimination: 1) ethnic/racial background, 2) economic status, 3) sex, 4) age and 5) exceptional needs, and a section on finance. Because of the overlapping nature of most materials included, it is suggested that you peruse the entire bibliography rather than just concentrate on your particular area of interest.
ETHNIC/RACIAL BACKGROUND

To effectively eliminate the practices of discrimination based on ethnic/racial background requires an understanding of the history, achievements, limitations experienced, and the problems of minorities—Blacks, Mexican-Americans, American Indians and others. Also, necessary is some familiarity with the policies both overt and subtle practiced by the majority in leadership which have frustrated both majority and minority members. One must read from the writings of the people themselves as well as of those who write about them. It is our hope that this bibliography will unearth unfamiliar areas of the subject for you to explore in relation to all minorities and those in control.


________, *What Manner of Man: A Biography of Martin Luther King, Jr.* Chicago: Johnson Publishing Co., 1968:


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Freeman, Lawrence D., *Douglas Discusses 'Cultural Neutrality' in Dissenting Opinion on DeFUnis Case: Racial Neutrality is Key*. Lincoln, Nebraska: Study Commission on Undergraduate Education and the Education of Teachers, May 1974. 2 pp. ED 091 373


Maxwell, William, Jr., "A Challenge to the Black Superintendent." 
*Phi Delta Kappan* LVI(8)523, 547. April 1975.


New York City Board of Education, Bilingual Resource Center, *Description of Bilingual Programs Funded by Title I, ESEA.* Brooklyn, May 1973. 21 pp. ED 081 275


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------------------------ from COMPACT, the ECS bimonthly magazine------------------------


UNEQUAL EDUCATION DUE TO ECONOMIC STATUS, SEX, AGE, RACE, OR ANY MENTAL OR PHYSICAL HANDICAP RENDERS THE INDIVIDUAL LESS ABLE TO COMPETE SUCCESSFULLY IN THE JOB MARKET. THE RESULTING LEVEL OF EMPLOYMENT THEN REINFORCES THIS SECOND-CLASS STATUS. WITH LESS INCOME TO PROVIDE ADEQUATE HOUSING AND OTHER AMENITIES, INCLUDING EDUCATION, THE PROBLEMS EXTEND TO THE NEXT GENERATION—OFTEN REPEATING THE PATTERN. THEREFORE, WE CONSIDER IN THIS SECTION ECONOMIC STATUS AS A BARRIER TO EDUCATION.


Welch, Finis, "Black-White Differences in Returns to Schooling."


With the passage of the Civil Rights Act of 1964 came a full thrust to face the discrimination which had been experienced by women. ECS, with support from the Ford Foundation, has undertaken a project in the area of equal rights for women in education. This section contains the reports of that project, some recommended readings suggested by that project (marked with ERWE) and additional publications to assist the searcher in exploring the continuing need for solutions to discrimination practiced against women.


Hurst, Gayle, *Sex Lias in Junior High School Literature Anthologies.*

Kitch, Joanne, compiler, *AFT Negotiates Change for College Women.*
Washington, D.C.: American Federation of Teachers. [10+ pp.].


Sadker, Myra and David Sadker, *Sexism in Education: Reality and Response*. April 1974. 17 pp. ED 092 839


The view that education is for life extends the scale below kindergarten to early childhood and above traditional postsecondary to opportunities for older citizens and brings attention to the discrimination experienced because of age. Whether the dropout problem is caused by the age of youth or the relevance of education being given to the young adult also invites our attention.

This section lists appropriate documents and includes the current publications of the Early Childhood Project of ECS which is funded by the U.S. Office of Child Development.


"New Paths to Adulthood." Phi Delta Kappan LVI(9). May 1975. (Entire issue.)


EXCEPTIONAL NEEDS

Discrimination has been experienced by people with obvious physical and mental handicaps and it is cruel. The mentally retarded person, the learning disabled or even the gifted individual may be further disadvantaged due to race or economic status or language background. In these cases, special efforts are required to provide equal education. The publications of this section address these needs and include the reports of the ECS Handicapped Children's Education Project which is funded by the U.S. Bureau of Education for the Handicapped.


"A Special Issue on Special Education." *Phi Delta Kappan* LV(8). April 1974. (Entire issue.)


-----------from COMPACT, the ECS bimonthly magazine-----------


FINANCE

States have the responsibility for education of the citizens who reside therein. The funding of education institutions from the public schools (K-12) to post-secondary is accomplished by federalism in that funds are provided from the three levels of government—federal, state and local. The nonfiscal policies of boards of education and educational administrators have contributed greatly to the unequal education of the individual students, whatever their age, race, etc. Moreover, the fiscal decisions have been a contributing factor and recently the courts have addressed these matters. ECS has a Finance Center funded in part by the Spencer Foundation. This section of the bibliography includes its publications, as well as other appropriate documents.


Meeks v. Pittenger. 43 LG 4596.


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