

DOCUMENT RESUME

ED 128 497

95

UD 016 264

AUTHOR Jayatilleke, Raja, Comp.
 TITLE The Law, the Courts, and Minority Group Education.
 ERIC/CUE Capsule Bibliography Series, Number 4.
 August 1976.
 INSTITUTION Columbia Univ., New York, N.Y. ERIC Clearinghouse on
 the Urban Disadvantaged.
 SPONS AGENCY National Inst. of Education (DHEW), Washington,
 D.C.
 PUB DATE Aug 76
 CONTRACT 400-75-0008
 NOTE 41p.
 AVAILABLE FROM Institute for Urban and Minority Education, Box 40,
 Teachers College, Columbia University, New York, N.Y.
 10027 (\$0.50)

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS Affirmative Action; *Annotated Bibliographies;
 *Educational Legislation; Educational Resources;
 Elementary Secondary Education; Ethnic Groups;
 Federal Court Litigation; Federal Legislation;
 *Integration Litigation; *Minority Groups; *Reference
 Materials; Resource Materials; School Attendance
 Legislation; *School Integration; Supreme Court
 Litigation; *Urban Education

ABSTRACT

This is the fourth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as educational legislation, school attendance legislation, Federal legislation, integration litigation, Federal court litigation, Supreme Court litigation, and affirmative action are used to encompass the concepts of the law and the courts. The bibliography covers materials in the ERIC system from January 1970 through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided.
 (Author/AM)

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ERIC/CUE CAPSULE BIBLIOGRAPHY SERIES

Number 4, August 1976

THE LAW, THE COURTS, AND MINORITY
GROUP EDUCATION

Compiled by

Raja Jayatilaka

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INTRODUCTION

This is the fourth of a series of Capsule Bibliographies on current issues on urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Clearinghouse profile for "urban and minority" concepts. Such descriptors (subject headings) as educational legislation, school attendance legislation, federal legislation, integration litigation, federal court litigation, supreme court litigation, and affirmative action were used to encompass the concepts of the law and the courts. The bibliography covers materials in the ERIC system from January 1970 through July 1976.

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The cited items are arranged exactly as they have been printed out by computer: citations are in descending order of ERIC number, and documents follow the journal articles in the bibliography.

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1

EJ126184 HE506549

Preferential Law School Admissions and the Equal Protection Clause: An Analysis of the Competing Arguments
Redish, Martin H. UCLA Law Review; 22: 2: 343-400 Dec 74

Descriptors: *Higher Education/ *Minority Groups/ *Admission Criteria/ *Racial Discrimination/ *Supreme Court Litigation/ Equal Protection/ Law Schools/ Legal Responsibility

Identifiers: *Affirmative Action/ DeFunis v Odegaard
Examines the DeFunis case and preferential admissions policies, the standard of judicial review in testing these programs under the equal protection clause, the relevance of the educational setting to the scope of judicial review, the goals offered to justify preferential admission, and possible alternative means of accomplishing the goals. (JT)

2

EJ126183 HE506848

Constitutional Law--Equal Protection--*Benign* Discrimination--Minority Admissions Programs--Supreme Court's Response to Preferential Treatment--DeFunis v. Odegaard, 416 U.S. 312 (1974); Kahn v. Shevin, 416 U.S. 351 (1974); Morton v. Mancari, 417 U.S. 535 (1974)

Bloom, Judith Ilene Loyola of Los Angeles Law Review; 8: 191-211 75

Descriptors: *Higher Education/ *Minority Groups/ *Admission Criteria/ *Racial Discrimination/ *Supreme Court Litigation/ Equal Protection

Identifiers: *Affirmative Action/ DeFunis v Odegaard/ Kahn v Shevin/ Morton v Mancari

Three U.S. Supreme Court rulings on minority preference cases are analyzed with reference to the question of the constitutionality of minority preferential admissions. It is concluded that the Court's unpredictability casts doubt on the validity of minority preference and that special consideration should be given in a racially neutral manner. (JT)

3

EJ121854 UD503664

Puerto Rican Problems in Integration
Integrated Education; 13: 3: 8-10 May-Jun 75
Descriptors: *Puerto Ricans/ *School Integration/ *Employment Opportunities/ *Legal Problems/ Integration Litigation/ Employment Practices/ Government Employees/ Language Handicaps/ Civil Rights

Identifiers: *New York City

The focus of this testimony, presented before a public hearing of the New York City Commission on Human Rights in May 1974, is on the issues that the Puerto Rican Legal Defense Fund has been involved in over the past couple of years; litigation has been pursued against both school segregation and barriers to public employment against Puerto Ricans. (Author/IM)

4

EJ117315 CG508662

The Role of Federal Financial Aid in Equalizing Educational Opportunity

Ross, Jimmy Journal of the National Association of College Admissions Counselors; 19: 4: 13-16 Mar 75

Descriptors: *Equal Education/ *Financial Support/ *Federal Aid/ *Minority Groups/ Educational Finance/ Higher Education/ State Of The Art Reviews

The challenge of equalizing equality in education is a great and costly task. The author examines the role of the federal government in this area. (HMV)

5

EJ115289 AA520427

Federal Funds

Carpenter, Iris American Education; 11: 3: 39-40 Apr 75

Descriptors: *Educational Legislation/ *Educational Improvement/ *American Indians/ *Program Descriptions/ *Program Costs/ *Educational Opportunities

Described the Indian Education Act, designed to improve the quality of Indian education while offering programs not usually available in schools Indians attend. (Author/RK)

6

EJ115253 AA520372

Not One Judge's Opinion: Morgan v. Hennigan and the Boston Schools

Abrams, Roger I. Harvard Educational Review; 45: 1: 5-16 75

Descriptors: *Federal Court Litigation/ *Negro Students/ *School Systems/ *School Integration/ *School Policy/ Decision Making/ Board Of Education Policy/ Racial Balance/ Racial Attitudes

In this article, the author, who was one of the plaintiffs' counsel in the litigation of Morgan v. Hennigan, examined the factual and legal bases of the federal district court's opinion. (Editor/RK)

7

EJ114700 RC501738

Federal Indian Policy to Undergo Review

Education Journal of the Institute for the Development of Indian Law; 2: 8: 13-15 74

Descriptors: *American Indians/ *Federal Legislation/ *Policy / *Review (Reexamination)/ Federal Government/ Political Power/ Research Committees

Identifiers: *American Indian Policy Review Commission

The Act (Public Law 93-580) which created an American Indian Policy Review Commission is given. (NC)

8

EJ106743 UD503194

Affirmative Action, Quotas, and Inequality

Squires, Gregory D. Journal of Intergroup Relations; 3: 4: 26-37 F 74

Descriptors: *Admission (School)/ *Admission Criteria/ *Supreme Court Litigation/ *Educational Opportunities/ *Minority Groups/ Racial Discrimination/ Social Discrimination/ Public Policy/ College Admission

Argues that equalizing opportunity alone will not bring about equality with respect to the way our society distributes its resources: changing individuals in some fashion without altering social structural relationships will effect a relatively small change in the present unequal distribution of goods and services. (Author/JM)

9

EJ106741 UD503192

Admissions Policies After DeFunis

Busi, Frederick Journal of Intergroup Relations; 3: 4: 13-15 F 74

Descriptors: *Admission (School)/ *Admission Criteria/ *Supreme Court Litigation/ *Minority Groups/ *Political Issues/ Racial Discrimination/ Social Discrimination/ Policy Formation/ Law Schools/ College Admission

Argues that universities, with all their talent and expertise, must modify the means and not the goals of recruitment policy before other cases, with more persuasive evidence, come before the courts. (Author/JM)

8

10

EJ103046 RC501551

Law Suits Free Indian Education Monies
Education Journal of the Institute for the Development of
Indian Law: 1: 7: 11-13 Mar 73

Descriptors: *American Indians/ *Court Litigation/
*Educational Finance/ *Federal Legislation/ Boards of Education
/ Federal Government/ Financial Needs/ Legal Aid Projects/ Self
Directed Groups

Identifiers: *Indian Education Act of 1972/ Native American
Rights Fund/ Coalition of Indian Controlled School Boards

In 1973, when it became evident that the Federal
Administration was not going to implement the 1972 Indian
Education Act or release its funds unless pressure was applied,
both the Native American Rights Fund and the Coalition of
Indian Controlled School Boards filed suit against the Federal
Government. (KM)

11

EJ103045 RC501550

An Indian Education Leader Speaks Out on the Indian Education
Act of 1972

Sahmaunt, Herschel Education Journal of the Institute for
the Development of Indian Law: 1: 7: 4-10 Mar 73

Descriptors: *American Indians/ *Adult Leaders/ *Educational
Legislation/ *Federal Legislation/ Court Litigation/ Financial
Support/ Futures (Of Society)/ Program Development/ Speeches/
Self Directed Groups

Identifiers: *Indian Education Act of 1972/ National Indian
Education Association

The 1972 Indian Education Act is the first piece of
legislation enacted into law that gives Indian people on
reservations, in rural settings, and in the cities control over
their own education. A brief history of the Act, the past and
present struggle for appropriations, lawsuits for Indian
education, the struggle for implementation, and the future are
discussed. (KM)

12

EJ103044 RC501549

Indian Self-Determination and Education Reform Act of 1973
Education Journal of the Institute for the Development of
Indian Law: 1: 6: 3-20 Feb 73

Descriptors: *American Indians/ *Educational Change/ *Federal
Legislation/ *Individual Power/ Developmental Programs/
Educational Philosophy/ Laws/ Legal Responsibility/ Program
Descriptions/ Self Directed Groups

Identifiers: *Indian Self Determination and Education Reform
Act of 1973

The issue summarizes and reviews the Indian
Self-Determination and Educational Reform Act of 1973 (S.1017),
which was introduced into the Senate at the end of February.
Sections cover how a bill becomes law and a summary of S.1017
(including Indians in public schools, professional development,
and research and development). (KM)

13

EJ103040 RC501545

Appropriations for an Education Act: An Uphill Swim
Education Journal of the Institute for the Development of
Indian Law: 1: 3: 9-15 Oct 72

Descriptors: *American Indians/ *Educational Finance/
*Federal Legislation/ *Federal Aid/ Adult Leaders/ Futures (Of
Society)/ Legislators/ Success Factors/ Speeches/ Treaties

Identifiers: *Indian Education Act of 1972

The article discusses the funding of the 1972 Indian
Education Act, and the obstacles that almost prevented its
passage. The important steps are chronologically reviewed, also
including the testimony of Indian leaders and a summary of
appropriation requests. (KM)

14

EJ103032 RC501543

A Quick Review of Title IV, P.L. 92-318: "Indian Education Act"

Education Journal of the Institute for the Development of Indian Law: 1: 3: 4-5 Oct 72

Descriptors: *American Indians/ *Educational Opportunities/ *Federal Legislation/ Financial Support/ Laws/ Treaties
Identifiers: *Indian Education Act of 1972

15

EJ103029 RC501534

A Fair Share

Kicking Bird, Kirke Education Journal of the Institute for the Development of Indian Law: 1: 1: 4-13 Aug 72

Descriptors: *American Indians/ *Educational Responsibility/ *Federal Legislation/ *Government Role/ Federal Programs/ Financial Support/ Legislators/ Public Schools/ Politics
Identifiers: *Indian Education Act of 1972/ Office of Education

On June 23, 1972, Congress passed Public Law 92-318 ("The Indian Education Act") which delegates authority to the U.S. Office of Education (USOE) to make a significant contribution in the area of Indian education. This article explains why OE was not previously involved in Indian education, and gives a general introduction to OE and the act. (KM)

16

EJ092760 UD502987

Supreme Court Ruling on Chinese Children

Integrated Education: 12: 1-2: 33-35 Jan-Apr 74

Descriptors: *Supreme Court Litigation/ *Chinese Americans/ *English (Second Language)/ Minority Group Children/ Educational Opportunities/ English Instruction/ Non English Speaking

Identifiers: *San Francisco/ California/ Lau vs Nichols 1974

Presents the text of a unanimous Supreme Court opinion delivered by Justice Douglas, as well as two separate concurring opinions, which granted non-English speaking Chinese students' petition for relief from unequal and unconstitutional educational opportunities resulting from an absence of English language instruction. (Author/SF)

17

EJ099737 UD502962

Twenty Years After Brown. An Anniversary Look at School Integration

Greider, William; And Others Race Relations Reporter: 5: 9
: 18-36 May 74

Descriptors: *Negroes/ *School Integration/ *Racial Integration/ *Classroom Integration/ Social Integration/ Racial Discrimination

Identifiers: *Brown vs Board of Education

Consists of 8 articles entitled: (1) Winners and Losers; (2) What the Statistics Say; (3) Northern Integration; (4) Massive Resistance Northern Style; (5) The Case of New York City; (6) As the Students See It; (7) Mississippi Conversations; (8) Reflections on the Past Twenty Years. Each deals with the aftermath of Brown vs. the Board of Education. (SB)

18

EJ096141 EC06093*

Lawsuit on the Rights of Handicapped Children

New Outlook for the Blind: 68: 1: 33 Jan 74

Descriptors: *Exceptional Child Education/ *Educationally Disadvantaged/ *Court Cases/ *Equal Education/ Learning Disabilities

Identifiers: *California

A class-action lawsuit has been filed in California on behalf of children identified as educationally handicapped but not given a special program due to a state statute which limits enrollment to two percent of the student population. (DB)

19

EJ095063 RC501434

Response to the House Standing Committee's Recommendations for Indian Education (Watson Report)

Northlan: 10: 1: 1-7 W 74

Descriptors: *American Indians; *Educational Policy/ *Educational Needs/ *Federal Legislation/ Curriculum Enrichment / Government Role/ Program Evaluation

Identifiers: *Federation of Saskatchewan Indians

A total of 17 recommendations concerning the House Standing Committee's Recommendations for American Indian Education are presented, with comments for each from the Federation of Saskatchewan Indians. (FF)

20

EJ094652 EA504842

Legislative Priorities for Vocational Education

Lecht, Leonard A. Inequality in Education: 16: 19-27

Mar 74

Descriptors: *Federal Legislation/ *Vocational Education/ *Handicapped/ *Disadvantaged Youth/ *Federal Aid/ Educational Legislation/ Vocational Schools/ Revenue Sharing/ Secondary Schools

As vocational education legislation comes up for Congressional reconsideration in the next year, the author examines some of the problems with existing laws and programs. (Editor)

21

EJ091420 HE505047

The Constitutional Right to Education: The Quiet Revolution

Dimond, Paul R. Hastings Law Journal: 24: 6: 1087-1128

May 73

Descriptors: *Education/ *Federal Legislation/ *Educational Needs/ *Disadvantaged Youth/ *Educational Objectives

There is a class of largely ignored children for whom the crisis in American education means total noneducation or miseducation. The author examines a limited constitutional right to education which can be invoked to protect these neglected children. (Editor)

22

EJ088419 EA504488

The Renaissance of Indian Education

Posenfelt, Daniel M. Inequality in Education: 15: 13-22

Nov 73

Descriptors: *American Indians/ *Community Control/ *Citizen Participation/ *Bilingual Education/ *Federal Programs/ Elementary Schools/ Secondary Schools

Identifiers: Indian Schools

Discusses the practical considerations that face Indian communities as they begin to move toward transforming the rhetoric of "Indian control" into the reality of quality education. (Author)

23

EJ081246 AA516173

The Emergency School Aid Act

American Education: 9: 6: 9-11 JUL 73

Descriptors: *Educational Quality/ *Racial Integration/ *Federal Legislation/ *Minority Groups/ School Districts/ Racial Segregation/ Elementary School Students/ Secondary School Students/ Equal Education

Identifiers: *Emergency School Aid Act/ ESAA

A briefing paper sums up the provisions of a new Federal law that offers support to a range of efforts to deal with racial isolation. (Editor)

24

EJ072502 EW503317

Implications of the Serrano and the Rodriguez Cases on the Education of Mexican Americans

Gonzalez, Simon Educational Resources and Techniques; 12: 2: 27-31 Sum 72

Descriptors: *Court Litigation/ *Educational Finance/ *Educational Needs/ *Educational Problems; *Mexican Americans

25

EJ074607 EA503542

The Case for Extending SEA

Perkins, Carl D. Compact; 11-13 Feb-Mar 73

Descriptors: *Disadvantaged Youth/ Educational Finance/ *Educational Legislation/ *Federal Aid/ Financial Support/ Handicapped Children/ *Public Schools/ Vocational Education

Identifiers: *Revenue Sharing

Title I is a remarkable success in view of all the administrative problems confronting school systems. (Author/JN)

26

EJ074021 S0501743

Testimony Given Before the California Legislature Joint Committee on The Master Plan for Higher Education

New School of Education Journal; 2: 4: 77-84 73

Descriptors: Educational Disadvantage/ *Educational Legislation/ Educational Needs/ *Educational Policy/ *Higher Education/ *Mexican Americans/ *State Programs

Identifiers: Servicio Pedagógico de Aztlan (SEPA)

27

EJ070418 UD501976

Chronicle of Race and Schools

Weinberg, Meyer Integrated Education; 11: 1: 16-22 Jan-Feb 73

Descriptors: *American Indians/ Educational Finance/ *Ethnic Relations/ Federal Aid/ *Integration Litigation/ Integration Methods/ Mexican Americans/ *Political Issues/ School Integration/ *Transfer Programs

A compendium of reports on relevant events on the Federal and State levels covering the period October-November, 1972. (JM)

28

EJ063969 UD501758

Integration: Is it a No Win Policy for Blacks?

Bell, A. Derrick Integrated Education; 10: 5: 32-45 Sep-Oct 72

Descriptors: Black Power/ *Community Control/ Compensatory Education/ *Integration Effects/ *Integration Litigation/ *Negro Education/ Racial Discrimination/ *School Integration/ Student Teacher Relationship/ United States History

29

EJ063968 UD501756

Chronicle of Race and Schools, June-July, 1972

Weinberg, Meyer Integrated Education; 10: 5: 12-23 Sep-Oct 72

Descriptors: Bus Transportation/ *Educational Diagnosis/ Educational Legislation/ Federal Legislation/ *Integration Litigation/ *Mexican Americans/ *Public Opinion/ *School Integration/ Student Transportation

30

EJ045077 U0501152

Chronicle of Race and Schools. June-July. 1971

Weinberg. Meyer Integrated Education: 9: 5: 54-64 sep
71

Descriptors: Academic Achievement/ *Educational Finance/
Individual Power/ *Integration Litigation/ *Mexican Americans/
Racial Balance/ Racial Differences/ *School Integration/
Supreme Court Litigation/ *Teacher Employment

31

EJ037084 EA501449

An Educator Looks at Busing

Cooper. Charles R. National Elementary Principal: 50: 5:
26-31 Apr 71

Descriptors: *Bus Transportation/ Civil Rights/ Court Cases/
Cultural Awareness/ Ethnic Distribution/ *Integration Methods/
*Minority Group Children/ School Buses/ *School Integration/
*Supreme Court Litigation

The school bus plays a central role in helping this country
achieve its social and educational goals. (Author)

32

ED1203:3 UD015898

Federal Concern for Equality of Education Opportunity: Some
Historical Indications.

Pemberton. S. Macpherson

National Inst. of Education (DHEW). Washington, D.C.

Publ. Date: 31 Jan 74 Note: 35p.

Descriptors: American History/ *Disadvantaged Groups/
Economically Disadvantaged/ Educational Legislation/
*Educationally Disadvantaged/ *Equal Education/ Equalization
Aid/ Equal Opportunities (Jobs)/ *Federal Aid/ Federal
Government/ *Federal Legislation/ Federal Programs/ Financial
Policy/ Minority Group Children

Identifiers: NIE Archives

Historical notes on national interest in the problem of
educational inequality as well as a tracing of the initially
gradual and then intensified Federal involvement with equal
educational opportunity comprise the focus of this paper. The
concept and various definitions of equal educational
opportunity are also discussed. Section headings include: the
earliest attempts (18th/19th centuries); the early challenge to
the States; toward Federal consideration of equality of
educational opportunity; the thrust of the 1959's; the 1960's
toward greater Federal involvement; desegregation and equality
of educational opportunity; development of the concept of equal
educational opportunity; the search for a workable definition
of equality of educational opportunity; and the three goals
that should be adopted in the effort to achieve equality of
educational opportunity (equal access to educational resources
and elimination of fiscal discrimination, equality of
educational benefits or outcomes among ethnic groups, and
economic equality among ethnic groups in society). Efforts to
eliminate inequalities in educational opportunity are
considered to have produced some social mobility. There is
deemed to be evidence of reasonable correlation between
educational attainment and economic opportunity. A concerted
attack to be conducted on both economic inequality and the
inequalities in the educational systems is urged. (Author/AM)

ED119929 RC009073

A Compilation of Laws Pertaining to Indians. State of Maine. January 1974.

Maine State Dept. of Indian Affairs, Augusta.

Publ. Date: Jan 74 Note: 70p.; For related document, see ED 076 281

Descriptors: *American Indians/ *Education/ *Elections/ Forestry/ Health/ Housing/ *Laws/ Legislators/ Motor Vehicles/ Nonreservation American Indians/ Road Construction/ State Agencies/ *State Legislation/ Treaties

Identifiers: *Maine/ Passamaquoddys/ Penobscots

Compiled from the Maine Revised Statutes of 1964 (including amendments through 1973), the Constitution of Maine, and the current Resolves and Private and Special Laws, this compilation of laws pertaining to American Indians includes statutes relative to the following: (1) Constitution of Maine (bond issues; guaranteed loans for Indian housing; qualifications of voters); (2) Department of Indian Affairs; (3) Education (scholarships; reservation schools and school committees); (4) Elections (apportionment of Indian voting districts--state senators and representatives; state, county and Federal; tribal--Passamaquoddy and Penobscot; voting rights); (5) Fish and Game (free licenses; hunting and trapping; tribal ordinances re hunting, fishing, and trapping); (6) Forestry (duties of foresters); (7) Health and Welfare (destitute--Passamaquoddy, Penobscot, and non-tribal members); (8) Highway (reservation roads and bridges); (9) Housing Authorities; (10) Indians (Indians and tribes generally; Passamaquoddy; Penobscot); (11) Legislature: Indian Representatives (election of Passamaquoddy and Penobscot; general provisions; special license plates); (12) Miscellaneous Provisions (dogs; Off-Reservation Office of Indian Development; ordinances; Penobscot Baptist Church; public dump--Indian Township; zoning); (13) Motor Vehicles (excise taxes and trailers); (14) Treaties and Act of Separation. (JC)

ED117285 UD015705

Consent Decree in *Aspira et al., Plaintiffs vs Board of Education of the City of New York, et al., Defendants.*

New York City Board of Education, Brooklyn, N.Y.

Publ. Date: 30 Aug 74 Note: 32p.; Parts of this document may not be clearly legible due to the print quality of the original document

Descriptors: *Bilingual Education/ Bilingual Students/ *Court Litigation/ Culturally Disadvantaged/ Educationally Disadvantaged/ *Educational Needs/ Educational Policy/ English (Second Language)/ Equal Education/ Minority Group Children/ Non English Speaking/ Social Discrimination/ Social Integration / Socially Disadvantaged/ *Spanish Speaking/ Ten

Identifiers: *Aspira v Board of Education/ New York (Manhattan)

This document contains a press release and consent decree dealing with establishing city wide basic elements in the education of children whose functional language is Spanish. The major elements of this agreement extend on a city-wide level the best practices that are currently being attempted and implemented for target children in the New York City schools. Certain provisions of the agreement specify the class of children entitled to the full program: that is, those whose language deficiency prevents them from participating in the learning process and who can more effectively participate in Spanish. An improved method of identifying and classifying children who are Spanish speaking or Spanish surnamed is also being developed. The elements of the program that are to be provided in full by September 1975 are: (a) intensive instruction in English; (b) instruction in subject areas in Spanish; and, (c) the reinforcement of the pupils' use of Spanish and reading comprehension in Spanish where a need is indicated. Additionally, and not at the expense of these three elements, these students are to spend maximum time with other children as to avoid isolation and segregation from their peers. The basic program will be operable in a number of schools which will set up pilot programs by February, 1975. (Author:AW)

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ED117211 UDO15536

Laws, Ruling Set: Bases for Bilingual Programming.

Aquila, Frank

Kent State Univ., Ohio, Center for Educational Development and Strategic Services.

Publ. Date: Jun 75 Note: 3p.; Article appeared in KEDS Annual Report, v2 n2 Jun 1975

Descriptors: Asian Americans/ Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Students/ Civil Rights Legislation/ *Court Litigation/ Discriminatory Legislation/ *Educational Legislation/ *Educational Policy/ *Minority Group Children/ Puerto Ricans

Identifiers: Aspira et al v Board of Education City of New York/ Civil Rights Act 1964 Title VI/ Four Point Memorandum/ Lau v Nichols/ Serna v Portales

This document provides a detailed discussion of two laws and three court cases affecting the education of non-English speaking children. Title VI of the Civil Rights Act of 1964 addresses equal education opportunities for all Americans. The Four Point Memorandum issued by the Department of Health, Education and Welfare specifically deals with discrimination and denial of services on the basis of national origin. The Lau vs. Nichols legal case was filed in San Francisco to protect the rights of Chinese speaking students who were not receiving adequate education because of their ability to speak English. This landmark case in the movement for equal educational opportunity for non-English speaking people considered to have spurred bilingual education programming. The Serna vs. Portales case continued the push for bilingual education by directing its efforts to Spanish-speaking persons in New Mexico. A court evaluation of the merits of bilingual/bicultural education concluded that (1) bilingual education was the best way of meeting the needs of the Spanish-speaking children, and (2) ordered an expansion of these services. The Aspira et al vs. the Board of Education case was brought to court in the interests of youngsters born in Puerto Rico or recent adult immigrants who are also parents. The Aspira decision led to a consent decree signed by both parties to provide bilingual programming for New York City children needing help in language. (Author/AM)

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ED117202 UDO15584

Plaintiffs' First Set of Interrogatories...Rosa Maria Rios, et al., Against Henry P. Read, et al., Defendants.

District Court, New York, N.Y. Eastern District of New York.

Publ. Date: 11 Jun 75 Note: 89p.

Descriptors: Bilingual Teachers/ Educational Finance/ Educational Needs/ *Educational Opportunities/ English (Second Language)/ *Federal Court Litigation/ Language Handicaps/ Minority Groups/ Personnel Policy/ *Public Schools/ *Spanish Speaking/ Special Programs/ Standardized Tests/ Student Placement

Identifiers: New York (Medford)/ New York (Patchogue)/ *Patchogue Medford Public Schools

The plaintiffs in the case Rosa Maria Rios, et al., against Henry P. Read, et al., in the United States District Court for the Eastern District of New York, involving the Patchogue-Medford School District public schools, were presented with 200 questions, organized into twelve sections dealing respectively with general enrollment data, standardized testing, special courses and/or programs, students with English language deficiencies, class placement, truancy, dropouts, graduate data, instructional and other staff fluent in Spanish, personnel licensing, funding sources, and plaintiff data. This document lists the 200 questions (or interrogatories) to be responded to within 30 days after service of notice. (Author/JM)

ED116722 95 JC750040

Report of the Florida Public Community College Equal Access/Equal Opportunity Consulting Team.

Gibson, Juanita M.; And Others

Florida State Dept. of Education, Tallahassee, Div. of Community Junior Colleges.

Publ. Date: Sep 74 Note: 205p.

Descriptors: -Affirmative Action/ Civil Rights/ College Environment/ *College Integration/ Court Litigation/ Data Collection/ Delivery Systems/ Educational Alternatives/ *Equal Education/ Equal Opportunities (Jobs)/ Group Intelligence Tests / *Junior Colleges/ *Minority Groups/ Minority Group Teachers/ Negroes/ Recruitment/ School Holding Power

Identifiers: Civil Rights Act 1964 Title IV/ *Florida

This report presents the findings and recommendations of a consulting team dedicated to helping the Florida Division of Community Colleges achieve its goal of enrolling and employing Blacks and other minorities in approximate proportion to the 18- to 64-year-old population of the State by 1980. This report includes: (1) a detailed description of a data system designed to collect the information on attrition and retention needed to monitor progress toward this goal; (2) a discussion of methods of developing alternative instructional delivery systems for ensuring successful learning by minority students; (3) a review of testing as a screening and diagnostic device, accompanied by recommendations that group or standardized tests yielding IQ scores be discontinued for use in the community colleges of Florida and that student advisors be urged to utilize other tools to assess student potential; (4) discussions of the elements of an optimum human relations atmosphere at community colleges and methods of improving campus life and career awareness for minority students; (5) descriptions of methods of recruiting and retaining minority faculty, professional staff, and students; and (6) a review of court cases relating to Title IV of the Civil Rights Act of 1964 and their implications for Florida's community colleges. (DC)

ED116457 FL007260

The Lau v. Nichols Supreme Court Decision of 1974. Testimony of Edward H. Steinman before the Committee on Ways and Means of the California State Assembly. CATESOL Occasional Papers, No. 2, Fall, 1975.

Steinman, Edward H.

California Association of Teachers of English to Speakers of Other Languages.

Publ. Date: 10 Dec 74 Note: 14p.

Descriptors: *Bilingual Education/ Bilingual Teachers/ Chinese/ *Chinese Americans/ Civil Rights/ *Educational Discrimination/ Educational Legislation/ Educational Policy/ English (Second Language)/ *Equal Education/ Language Instruction/ Language Planning/ Second Language Learning/ *Supreme Court Litigation

Identifiers: *Lau v Nichols

This document reviews the arguments and the ruling in the Lau v. Nichols case, and the general legal foundation for bilingual education. On March 25, 1970, a suit was filed by 13 non-English-speaking Chinese students in the District Court in San Francisco, on behalf of nearly 3,000 Chinese-speaking students, against the San Francisco Unified School District. The complaints were: (1) non-English-speaking students were being denied their rights to education because they couldn't function in the medium of instruction; and (2) these students were being doomed to becoming dropouts, and to unemployment, as a result of their language problems. Basic issues were whether the San Francisco school district should be required to provide special instruction in English, and whether instruction should be handled by bilingual Chinese-speaking teachers. While the school district and the federal court argued that the school district had no responsibility to rectify the situation, the Supreme Court ruled that the failure of the school system to provide English-language instruction to non-English-speaking students constitutes denial of opportunity to participate in the educational program. Furthermore, it was recognized both at the federal and state level that to be effective, the instruction must be bilingual. (CLK)

ED114444 UDO15486

Mandatory Busing and Minority Student Achievement: New Evidence and Negative Results.

Felice, Lawrence G.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-6-72-0739-(509)

Publ. Date: Mar 75 Note: 21p.: Paper presented at the Southwestern Sociological Association Annual Meeting (San Antonio, Texas, March 26-29, 1975); Nine pages of tabulated appendices and a bibliography have been deleted from this document due to print size in the original document

Descriptors: *Academic Achievement/ Academic Failure/ *Bus Transportation/ Comparative Analysis/ Court Litigation/ Disadvantaged Youth/ Equal Education/ Integration Effects/ Integration Litigation/ *Integration Methods/ Integration Studies/ Longitudinal Studies/ *Minority Group Children/ Negative Attitudes/ Negro Attitudes/ Racial Attitudes/ Racial Integration/ School Integration

Identifiers: *Texas (Waco)

This study evaluates the effects of busing on the subsequent achievement performance of bused black students. Differences in achievement gains or losses are hypothesized as being both a function of bused students attitudes toward busing and desegregation and of the interracial climate of acceptance in the receiving schools. Findings from data gathered by various statistical analyses indicate that the achievement performance of bused black students after the two year period of busing is significantly lower than that of the non-bused black students. In two years, bused black students are said to have advanced an average of only one month in grade placement. School interracial climate and student attitudes are considered to account for the significantly lower achievement performance of the bused students. The major conclusion of this study is that mandatory busing to desegregate schools in communities with great resistance to busing may serve to weaken the achievement performance of the bused minority student. (Author/AM)

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ED114218 RC008837

The American Indians: Answers to 101 Questions.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Publ. Date: Jun 74 Note: 72p.: For related document, see ED 025 353

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00040, \$1.25)

Descriptors: *American Indians/ Bibliographies/ Definitions/ *Elementary Secondary Education/ *Federal Legislation/ Health/ Higher Education/ Information Sources/ Land Acquisition/ Land Use/ Laws/ Publications/ *Reservations (Indian)/ *Socioeconomic Status

Identifiers: BIA/ *Bureau of Indian Affairs

Presented in a simple and straightforward manner, this publication answers questions basic to an understanding of the American Indian and his socioeconomic position in the United States. The following identify major areas covered and representative questions: (1) The Indian People (Who is an Indian?); (2) The Legal Status of Indians (Are Indians "wards" of the Government?); (3) The Bureau of Indian Affairs (How is the Commissioner of Indian Affairs appointed?); (4) Indian Lands (What is an Indian reservation?); (5) The Economic Status of Indians (What is the average income of Indians?); (6) Indian Education (Why are there Federal Indian schools?); (7) Law and Order on the Reservations (Do other agencies have responsibility for law enforcement and criminal investigation on Indian reservations?); (8) Indian Health (Do Indians have special health problems?); (9) To Help Indians (How can a non-Indian college student get a summer job with the Bureau of Indian Affairs on an Indian reservation?). Among additional information sources presented are: (1) a selected bibliography for adults; (2) an annotated bibliography for young people; (3) a selected reading list on Indian crafts and lore; (4) a list of Indian museums; and (5) a list of Indian publications. (JC)

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ED113070# 95 RC008775

Testing, Evaluation and the Indian Education Act of 1972.
Heath, Robert W.; Nielson, Mark A
American Indian Resource Associates, Oglala, S. Dak.; Navajo
Community Coll., Tsalle, Ariz.
Sponsoring Agency: Office of Education (DHEW), Washington,
D.C. Office of Indian Education.
Contract No.: OE-0-73-7094
Publ. Date: 74 Note: 3Sp.: For related documents, see RC 008
769-774, 775-803

Available from: Not available separately, see RC 008 772.
ERIC/CRESS, Pox 3AP, Las Cruces, New Mexico 88003 (on loan)
Document Not Available from EDRS

Descriptors: *American Indians/ Criterion Referenced Tests/
*Cultural Differences, Cultural Pluralism/ Culture Free Tests/
Economically Disadvantaged/ *Educational Legislation/
Elementary Secondary Education/ *Evaluation Criteria/
Multilingualism/ Norm Referenced Tests/ *Policy Formation/
Program Evaluation

Identifiers: *Indian Education Act 1972/ Indianization
The history of testing and evaluation in Indian education has
been less than satisfactory since achievement and intelligence
testing instruments traditionally have been norm-referenced,
rather than criterion-referenced, and have not accounted for
cultural differences. The Indian Education Act of 1972 provides
for Indian involvement in the evaluation of Federal Indian
education programs. Sound testing and evaluation procedures
should make provision for validity, reliability, and
practicality, while useful program evaluations should include:
(1) tangible criteria; (2) accurate and relevant information;
(3) an evaluation plan; (4) a program description; (5) able and
cooperative people; and (6) use of and reports of the results.
Issues critical to policy information under the Act should
include consideration of: (1) pluralism; (2) multilingualism;
(3) poverty; and (4) cultural differences. Position statements
on the evaluation of Indian education programs are proposed as
follows: (1) the authority for external evaluation should be
exercised by local Indian communities; (2) use of
norm-referenced standardized achievement and IQ tests should be
discouraged; (3) an evaluation review panel should be organized
to review projects and applications for adequacy of evaluation
plans and degree of community participation in evaluation. (LC)

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ED111572 RC008753

Educator-Lawyer Conference Report (Albuquerque, New Mexico,
October 17, 1973).

Casso, Henry J., Comp.; Esquilbel, Antonio, Comp.
National Education Task Force de la Raza, Albuquerque, N.
Mex.

Publ. Date: 17 Oct 73 Note: 15p.

Descriptors: Bilingual Education/ Change Strategies/
*Conference Reports/ Court Litigation/ Data Bases/ *Equal
Education/ *Lawyers/ Legal Aid/ Mexican Americans/ *Minority
Groups/ Puerto Ricans/ Summative Evaluation/ *Teachers

Identifiers: New Mexico (Albuquerque)

Sponsored by the National Task Force de la Raza, the
conference was attended by prominent lawyers and educators from
throughout the United States. The conference was an
"exploratory" or "brainstorming" session, designed to identify
key issues and to lay the groundwork for techniques and
strategy of dealing with various problems. Purpose of the
conference was to: (1) review various legal, administrative,
and legislative actions having serious implications on the
concept of quality and equal education for the culturally and
linguistically distinct child; (2) assess the implications and
impact of activities and trends against Equal Educational
Opportunity for minority groups, particularly the Mexican
American and the Puerto Rican; and (3) identify lines of legal
and education action and strategy needed to combat such alleged
discriminatory practices. This report summarizes the key
concerns, issues, actions, and recommendations of the
participants. Topics summarized are: general myths to be
combated; educator-lawyer interface needs; data base system;
bilingual bicultural dichotomy; equal access vs equal benefits;
compensatory assumption; the Lau Case and its implications; and
the tangential suggestions. (NQ)

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ED111553 95 RC008734

The Indian Education Act of 1972 -- A Brief History, Analysis, Issues and Outlook.

CPI Associates, Inc., Washington, D.C.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Publ. Date: 15 Nov 73 Note: 104p.

Descriptors: *American Indians/ Birth Rate/ Community Role/ Demography/ Dropout Rate/ *Educational Legislation/ *Educational Problems/ Financial Support/ Futures (of Society)/ Health/ History/ *Program Planning

Identifiers: *Indian Education Act 1972

Analyzing the Indian Education Act of 1972, this report presents both historical background and future projections relative to the Act. The history of the Act is presented in terms of discussion on: (1) Legislative Preparation; (2) Hearings; (3) Drafting and Passing the Bill; (4) Appropriating Funds; (5) Rescinded Funds; and (6) Funding for 1973. Analysis of the Act is presented as follows: (1) Discussion of Parts A-F; (2) Purpose and Policy of the Advisory Council (Forming the Office of Indian Education and Funding Initial Grants); (3) The Long-Run Promise of the Act (Entitlement); and (4) The Outlook for Fiscal 1974 (Funding, Program Direction and Priorities, and Issues to be Resolved). Presentation of future projections relative to the Act include sections on the following: (1) Characteristics of the Native American Population (Languages, Participation in the Economy, Health and Longevity, Birth Rate, Infant Mortality, Adult Causes of Death, Communicable Diseases, Age Composition and Life Expectancy); (2) Historical Background of Indian Education; (3) Indian Participation in the Educational System (Retention and Dropout Rates, The Quality of Education, Achievement Measures, Special Problems, and Ability vs Achievement); (4) Planning Priorities (A Planning Point Checklist); and (5) Role of the Indian Community (United Action). (JC)

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ED111542# RC008722

An Economic and Political Analysis of Bilingual Bicultural Education Legislation at the Federal Level.

Gonzales, Tobias

Chicano Fellows, Stanford, Calif.

Publ. Date: 75 Note: 16p.; For related documents, see RC 008 720-721, RC 008 723-724

Available from: Not available separately, see RC 008 720

Document Not Available from EDRS

Descriptors: Biculturalism/ *Bilingual Education/ *Educational Finance/ *Educational Legislation/ *Federal Government/ *Mexican Americans/ Personnel/ Policy Formation/ Politics

The Bilingual Act first became law as a part of the Elementary and Secondary Education Amendments of 1967. At that time Congress appropriated \$7 1/2 million for Bilingual Education programs. In 1974 according to "Education Daily" nearly \$60 million will be spent. This paper makes an economic and political analysis of current Bilingual legislation and funding at the Federal level. Recommendations on policy and budget for the 1975-76 school year are also made. Divided into 5 major areas, the paper discusses: (1) the key issues behind Bilingual Education, (2) the merits and drawbacks of current legislation, (3) relevant studies that are significant for Bilingual programs, (4) positions of various powerful voting groups, and (5) recommendations for future policy and funding. (Author/NO)

ED108322 95 EA007236

Inequalities in Educational Resources: Their Impact on Minorities and the Poor in Texas and California. Final Report. Brischetto, Robert, Arciniega, Tomas A. Our Lady of the Lake Coll., San Antonio, Tex.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Bureau No.: BR-3-2064

Grant No.: NE-C-00-3-0062

Publ. Date: Nov 74 Note: 183p.: Best copy available

Descriptors: Community Influence/ *Court Litigation/ Economic Disadvantage/ Educational Equality/ Educational Finance/ Educational Resources/ Elementary Secondary Education/ *Equal Education/ Equal Protection/ *Finance Reform/ Fiscal Capacity/ *Mexican Americans/ Minority Groups/ *Negroes/ Nondiscriminatory Education/ Property Taxes/ School District Spending/ Tax Effort/ Tax Rates

Identifiers: California/ Rodriguez/ Serrano vs Priest/ *Texas

This research effort examines inequalities in educational input resources among school systems in Texas and California in light of the Rodriguez and Serrano court cases. Low-income families in both states were found to be in districts of low per-pupil-expenditures and inferior educational services primarily because they are located in districts with low property valuations. Mexican-American pupils in Texas tend to be ethnically isolated in low-wealth districts and have fewer educational resources available to them than do Anglo pupils. Important differences were found between Texas and California in regard to ethnic isolation. Since Mexican-American pupils in California are not concentrated in predominantly ethnic districts, not much interethnic disparity in the distribution of educational resources among districts was found. Black pupils in both Texas and California are concentrated in large urban centers where expenditures are generally at or above the state average. These findings, however, do not take into consideration cost differentials between urban and nonurban areas and municipal overburden. The hypothesis that black pupils in large urban districts are disadvantaged by intradistrict inequalities is offered for further research. (Author/IRT)

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ED107399 95 RC008527

So That All Indian Children Will Have Equal Educational Opportunity. Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ACKCO, Inc., Boulder, Colo.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.

Publ. Date: Sep 74 Note: 300p.

Descriptors: Administrative Agencies/ Agency Role/ *American Indians/ Attitudes/ *Educational Assessment/ Educational Equality/ *Educational Legislation/ *Federal Programs/ Financial Policy/ Management/ Parent School Relationship/ Program Effectiveness/ *Relevance (Education)/ Tables (Data)

Volume 2 of a 3-volume report presents the major findings and discussions of ACKCO, Inc.'s legislative review and empirical research of the Impact-Aid Program, Johnson-O'Malley (JOM) Program, Indian Education Act, and Elementary and Secondary Education Act Title I. The empirical findings, which form the basis for most of the conclusions and recommendations, are from the fiscal, management, and program studies. Among these findings are: (1) Indian children are not receiving an adequate share of Title I funds to meet their needs; (2) the JOM Act had not been used as extensively as it could and should be due to the BIA's interpretation of the Act; (3) a great difference existed in the money appropriated for BIA education and the money actually spent per pupil in BIA schools; and (4) existing methods of school financing have neither assured that Indian children receive an equalized per pupil expenditure nor that they are provided an adequate basic education program. Recommendations are also given for Titles I and IV, P.L. 874, JOM, and the SEA. Results of the surveys of parent advisory committees and of business community attitudes toward the educational program are also included. A discussion is presented on the degree of success of these programs in meeting the Indian educational needs. (NQ)

ED107398 95 RC008526

So That All Indian Children Will Have Equal Educational Opportunity. Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ACKCO, Inc., Boulder, Colo.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.

Contract No.: OEC-O-74-2089

Publ. Date: Sep 74 Note: 231p.

Descriptors: *American Indians/ Community Involvement/ *Educational Assessment/ Educational Equality/ Educational Finance/ *Educational Legislation/ *Federal Programs/ Financial Policy/ Futures (of Society)/ History/ Individual Power/ Management/ *Relevance (Education)/ Socioeconomic Influences

The House Committee on Appropriations requested the U.S. Office of Education (USOE) and the Bureau of Indian Affairs (BIA) to review the: Impact-Aid Program, Johnson-O'Malley Program, Indian Education Act, and Elementary and Secondary Education Act Title I. ACKCO, Inc. a private Indian-owned professional service firm, was contracted to examine these major educational programs which provides funds for the education of American Indian children in public schools and to recommend changes so that all Indian children will have an equal educational opportunity. The programs were viewed from four different perspectives: (1) legislative--history, intent, and implementation; (2) management--capabilities of the respective agencies handling these programs; (3) fiscal--compliance with rules and regulations, accounting procedures, and relationships of Federal, State, and local funding sources; and (4) the program--attitudes of parent advisory council members, administrators, and teachers toward program success, emphasis, and relevance. The final report is contained in 3 volumes. Volume 1 covers: (1) the study's background, purpose, organization, and procedures; (2) the basic issues in education with respect to educational effectiveness, community participation, school finance, and management in education; and (3) the past, present, and future of Indian education. (NQ)

ED105720 FL006334

Equal Protection for Non-English-Speaking School Children: Lau v. Nichols.

Sugarman, Stephen D.; Widess, Ellen G.

Publ. Date: Jan 74 Note: 27p.

Available from: Fred B. Rothman & Co., 57 Leuning Street, South Hackensack, New Jersey 07606

Descriptors: *Asian Americans/ *Bilingual Education/ Bilingual Schools/ *Educational Legislation/ Educationally Disadvantaged/ English (Second Language)/ *Equal Education/ Equal Protection/ Ethnic Groups/ Language Handicapped/ Minority Groups/ Non English Speaking/ *Supreme Court Litigation

This is a commentary on Lau v. Nichols, in which the issue is stated as the constitutional right of non-English-speaking children to a meaningful public education. The principal legal argument of the plaintiffs is that the San Francisco school district's "English-only" policy denies them equal protection of the laws by placing non-English-speaking students in an educational environment not designed to educate them. Considerations are offered as to the manner in which various equal protection doctrines may be applied by the Supreme Court in this case. Decisions affecting educational discrimination against blacks are cited, as well as other decisions dealing with educational discrimination and constitutional rights. Consideration is also given to legal theories to which the plaintiff may have recourse. It is concluded that the argument that the English-only policy violates the Civil Rights Act of 1965 may be an alternative to the equal protection approach. The commentary concentrates on these underlying issues and

policy considerations: (1) whether non-English-speaking children need judicial help; (2) what the extent and nature of the harm is; (3) reasons for the English-only policy; and (4) whether the problem is judicially manageable. It is noted that in the event of a victory in Lau, problems may arise in the form of efforts to circumvent the ruling or opposition from ethnic groups interested in ethnic culture preservation. (AM)

... to provide federal programs of education, employment, and other assistance to areas with heavy concentrations of foreign-born persons. Assistance is needed to provide adequate education, to create employment opportunities, and to alleviate food, housing, and health needs. Funds will alleviate financial strain on cities where great numbers of newly arrived foreign-born people reside. Testimony from a wide variety of ethnic and immigrant groups interested in this bill is reprinted here. (Author/DW)

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ED104557 PS007789

Compensatory Education: Some Research Issues.
Rotberg, Iris C.; Wolf, Alison
National Inst. of Education (DHEW), Washington, D.C. Office
of Educational Equity.
Publ. Date: 8 Nov 74 Note: 66p.

Descriptors: *Compensatory Education/ Delivery Systems/
*Educationally Disadvantaged/ *Federal Legislation/ Federal
Programs/ Financial Support/ *Guidelines/ Program Evaluation/
Research Needs/ *State Federal Support

Identifiers: *Elementary Secondary Education Act Title I/
ESEA Title I

This paper identifies various key aspects of the history and administration of federal compensatory education, describes the problems and issues associated with these, and suggests some ways in which research might help further program goals. It is intended as a discussion paper designed to highlight some crucial target areas for a major study of compensatory education to be conducted by the National Institute of Education, in accordance with a provision of the Education Amendments of 1974. The paper contains four chapters. The first chapter describes very briefly the background of the study, the original purposes of Title I, and the way in which its administration was conceived. It also identifies the main issues with which legislators and program administrators must be concerned. The following three chapters then deal with these issues in more detail under the headings of: Resource Distribution, Categorical Aid and School Organization, and Effects of Compensatory Programs on Children. Emphasis throughout is on federal programs, and specifically, on Part A of Title I. An attempt is made to distinguish between those areas which are researchable, and those which are not; that is, between questions of fact and value decisions, even though the latter may be informed by findings on cost, efficiency, and consequences. (Author/CS)

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ED054273# UD011766

Equal Educational Opportunity: Hearings Before the Select
Committee on Equal Educational Opportunity of the United States
Senate, Ninety-First Congress, Second Session on Equal
Educational Opportunity, Parts 3E, 4, 5, 6, 7, and 8.

Congress of the U.S., Washington, D.C. Senate Select
Committee on Equal Educational Opportunity.

ED103166# RC008392

The Legality of Chicano Education.
 Floca, Kathryn Priscilla Haines
 Publ. Date: Dec 71 Note: 200p.: Master's Thesis. University
 of Texas at Austin
 Available from: Inter-Library Loan, University of Texas,
 Austin, Texas 78712

Document Not Available from EDRS.

Descriptors: Bilingual Education/ Civil Rights/ *Court
 Litigation/ *Discriminatory Legislation/ *Educational
 Legislation/ Elementary Secondary Education/ Federal
 Legislation/ *History/ Language Usage/ Legal Segregation/
 Masters Theses/ *Mexican Americans/ Racism/ State Legislation
 Identifiers: Chicanos/ *Texas

The thesis briefly analyzed the laws of the State of Texas and of the United States which directly affect the education of Texas Mexican Americans. The legal-political history of "Chicano" education in Texas was traced from the signing of the Treaty of Guadalupe Hidalgo in 1848 to August 1971. The educational "problems" of Mexican Americans were examined in light of their solutions as sought through legislative and judicial action. Most of the legislation discussed dealt with the use of the Spanish language in the schools and with bilingual education. Data were gathered from: (1) legal documents obtained from various court and law clerks and (2) parliamentary journals for both the House and Senate. Eight court cases involving Mexican American students and Texas schools were discussed: (1) Salvatierra vs the Del Rio Independent School District (I.S.D.); (2) Delgado Case; (3) Hernandez vs Driscoll Consolidated; (4) Pete Hernandez vs the State of Texas; (5) Ross vs Houston I.S.D.; (6) Perez vs Sonora I.S.D.; (7) Cisneros vs Corpus Christi I.S.D.; and (8) Good Neighbor Policy vs Class Apart Theory. Some of the topics discussed are: segregation, educational politics, private and parochial schools, compulsory school attendance, the Federal government's role, the economy, and adult education. (NQ)

ED103164# RC009390

Indian Education, Office of Education, Hearings Before the Subcommittee on Department of the Interior and Related Agencies.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Publ. Date: 74 Note: 55p.: For related documents, see RC 008 388-391

Available from: Not available separately, see RC 008 388

Document Not Available from EDRS.

Descriptors: Academic Education/ Adult Education/ *American Indians/ *Budgeting/ *Educational Legislation/ Elementary Secondary Education/ Federal Legislation/ *Federal Programs/ Higher Education/ Program Administration/ Program Budgeting/ *Resource Allocations

Identifiers: *Indian Education Act

The proposed fiscal year (FY) 1975 budget for American Indian education for the Office of Education requests \$42 million (the same amount provided in FY 1974) for the Indian Education Act. Of this total, \$32 million is to be focused on special demonstration projects for Indian children and \$9 million on special projects for Indian adults. These funds will also be used to: (1) train Indian teachers and administrators, (2) test the effectiveness of various approaches to the delivery of educational services, (3) develop and test various community school approaches, (4) develop approaches to early childhood education and techniques which stress remedial basic skills, and (5) support the National Advisory Council on Indian Education and the Office of Indian Education. On February 27, 1974, the Subcommittee on Department of the Interior and Related Agencies on the House Committee on Appropriations met to hear testimony on the 1975 budget request for the Indian Education Act program in the Office of Education. Witnesses were the U.S. Commissioner of Education, Acting Deputy Commissioner for Indian Education, Planning Officer and Program Managers for the Office for Indian Education, Acting Budget Officer of the Office of Education, and Budget Analyst of the Office of Education. (NQ)

ED099460 UDO14698

Parents' Committee of Public School No. 19, et al.,
Plaintiffs, Against Community School Board of Community Board
District No. 14 of the City of New York, et al., Defendants.
Notice of Motion for Preliminary Injunction, Complete with
Affidavits, and Memorandum in Support of Motion for Preliminary
Injunction.

District Court, New York, N.Y. Eastern District of New York.
Publ. Date: Aug 74 Note: 116p.; Reproduced from the best
available copy; parts of this document may not be clearly
legible due to the quality of print of the original

Descriptors: Boards of Education/ Court Cases/ *Educational
Opportunities/ *Elementary School Students/ Equal Education/
*Federal Court Litigation/ Governance/ Governing Boards/ Parent
Participation/ Puerto Ricans/ School Administration/ School
Community Relationship/ School Districts/ *Spanish Speaking

Identifiers: Community School Board 14/ New York/ *New York
City

The plaintiffs are some 30 Puerto Rican and Hispanic parents
and their 57 minor children who attend Public School 19
(hereinafter P.S. 19) in Brooklyn. The defendants are the
members of the Community District School Board Number 14 and of
the New York City Board of Education. The Community
Superintendent William Rogers and Chancellor Irving Anker are
also defendants. The complaint charges defendants with
discriminatorily denying plaintiffs an equal educational
opportunity. Defendants have continually maintained
split-session classes at P.S. 19 since the 1961-1962 school
year. The maintenance of these classes has caused plaintiffs to
lose one hour a day of education or effectively a day a week of
instruction. In response to the filing of this lawsuit, six
defendant members of the Community School Board passed a
resolution calling for the transfer of some of the fourth and
all of the fifth grade classes to Public School 122. If
defendants' plan is not enjoined, plaintiffs will attend three
separate elementary schools in three separate neighborhoods
before entering seventh grade in a junior high school. The
educators who have submitted affidavits to the Court all attest
to the serious and irreparable harm that will result if the
transfer is not enjoined. On June 12, 1974 the parents at P.S.
19 voted almost unanimously against the transfer. The parents
favor use of the Community School District offices. (Author/JM)

EDD95247# UDO14519

The Education of Black People in Florida.
Scott, J. Irving E.

Publ. Date: 74 Note: 145p.

Available from: Dorrance & Co., 1317 J.F. Kennedy Boulevard,
Philadelphia, Pennsylvania 19103 (\$5.95, cloth)

Document Not Available from EDRS.

Descriptors: *Educational History/ Educational Needs/
Educational Policy/ Educational Problems/ Integration Effects/
Integration Litigation/ *Negro Education/ Negro Students/
Private Financial Support/ Public Policy/ *Racial
Discrimination/ *School Integration/ School Segregation/ State
Government

Identifiers: *Florida

The contents of this book are organized into 10 chapters.
Chapter 1 outlines the "Legal Background for Negro Schools in
Florida." Chapter 2, "Early Neglect," discusses the
establishment of the double-school system, focusing on the
situation in Duval County. Chapter 3, "Philanthropic Groups,"
briefly discusses some active foundations and funds; Chapter 4,
"Observation in Early Elementary School," discusses studies
made between 1928 and 1952. Chapter 5 discusses the "Early
Development of Secondary Schools for Negroes." Chapter 6
discusses "Development of Higher Education for Negroes in
Florida." Chapter 7 focuses on "The Fight for Equal Salaries,"
arguing that the fight was focused on the Negro teachers because
of the unreasonableness of local superintendents and school
boards. Chapter 8 discusses "Negroes in the State Department of
Education." Chapter 9, "School Integration," discusses
developments since the 1954 Supreme Court decision, including
the results of a survey of 67 county superintendents. Chapter
10, "Hopeful Points in Integration," demonstrates that
integration has brought better school buildings and superior
equipment, not only to black children but to many white
children. (Author/JM)

ED094899 RC008034

Assistance to Indians Enrolled in Public Schools. Johnson-O'Malley Regulations. A Progress Report. Research and Evaluation Report Series No. 15-A.

Bureau of Indian Affairs (Dept. of Interior). Albuquerque. N. Mex.

Publ. Date: Jul 74 Note: 90p.

Descriptors: Administrative Change/ *American Indians/ *Change Strategies/ Community Involvement/ *Educational Development/ *Federal Legislation/ Financial Support/ Guides/ History/ Locus of Control/ Program Proposals/ *Public Schools/ Reports/ Reservations (Indian)

Identifiers: BIA/ Bureau of Indian Affairs/ *Johnson O Malley Act

The assistance program to American Indians enrolled in public schools, known as the Johnson-O'Malley (JOM) Program, has drawn increasing attention in recent years for Indian people, the general public, and the Bureau of Indian Affairs (BIA). This has resulted in the need for changes in the BIA Manual and the Code of Federal Regulations (CFR) material dealing with these programs and funds. Beginning with the passage of the JOM Act in 1934, this document explains the original act and its revisions, including its initial intent. Up to the FY 1975 appropriation, the position of the Administration and Congress has been that the JOM program is intended for public school Indian children who live on or near reservations. There has been, though, considerable expression of a desire to expand the program beyond the present eligibility restrictions and to include Indian children wherever they may live, so long as they are from a federally recognized tribe. The BIA has instigated assessments and audits aimed at improving the JOM program and is now working to change the CFR so that it better reflects the many changes that have been and may be made relative to the program. The report includes many of the various memos, drafts, proposed budgets and legislation, and reactions to proposed regulation changes. These cover special education programs, authority and definitions, contract eligibility, community participation, and general contract requirements. (KM)

ED091940 FL006104

Litigating the Rights of the Bilingual School Child to Equal Educational Opportunity.

Exelrod, Alan B.

Publ. Date: 73 Note: 110.

Descriptors: *Bilingual Education/ *Chinese Americans/ Court Litigation/ Educational Discrimination/ Educational Opportunities/ *English (Second Language)/ Equal Education/ Language Programs/ Nondiscriminatory Education/ Non English Speaking

In the Lau vs. Nichols case, a suit was brought by Chinese-speaking students against the San Francisco Unified School District, asking the district to implement programs in Chinese that would permit them to learn English. The basic claim of these non-English-speaking children is that in refusing to meet their learning needs, the district is violating their right to adequate educational opportunity under the equal protection clause of the Constitution. The social, economic, and political discrimination against the Chinese and Mexican-Americans forced them into an isolation that has resulted in large communities of non-English-speaking students in California and the Southwest. Since language is an integral part of the ethnic culture of the students involved, discrimination based on language is one manifestation of discrimination based on national origin. In the Lau case, the Ninth Circuit Court ruled that there could be no state action unless the school district had had a specific intent to discriminate. However, the Supreme Court on other occasions has found a seemingly nondiscriminatory policy to be a violation of equal protection when it had a discriminatory impact. It is possible to find both the teachers and the funds to implement the required programs, and the question now is to what extent the courts will become involved in the education process. (Author/PM)

58

ED090796 FLO06069

Supreme Court of the United States. Lau et al. v. Nichols et al.

Supreme Court of the U. S., Washington, D.C.

Report No.: 72-6520

Publ. Date: Jan 74 Note: 12b.

Descriptors: Bilingual Education/ Bilingualism/ *Bilingual Students/ *Chinese Americans/ Civil Rights/ Educational Opportunities/ *English (Second Language)/ *Equal Education/ Federal Legislation/ Non English Speaking/ Sociolinguistics/ *Supreme Court Litigation

Identifiers: California/ Civil Rights Act of 1964/ *San Francisco

With this decision the Supreme Court of the United States reversed the judgments of lower courts and found that the failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program. The school system is therefore in violation of Section 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. (Author/PM)

59

ED086431 RC007603

Comprehensive Indian Education Act. Hearings Before the Committee on Interior and Insular Affairs, United States Senate, 92nd Congress, 2nd Session on S.2724.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Publ. Date: 7 Mar 72 Note: 521p.; Related document, RC007604; Tables on pages 201 to 252 will take up two microfiche each, actual page count is 469p.

Descriptors: *American Indians/ *Boards of Education/ Comprehensive Programs/ *Educational Improvement/ Educational Objectives/ Eskimos/ *Federal Legislation/ Federal Programs/ Governing Boards/ Legal Responsibility/ Nonreservation American Indians/ Political Issues/ Public Schools/ Reservations (Indian)/ *Treaties/ Tribes

Identifiers: *Comprehensive Indian Education Act/ S.2724.

A transcript of the U.S. Senate's public hearings on S.2724, the Comprehensive Indian Education Bill, is presented. The purpose of S.2724 is to establish a national American Indian education program by creating a National Board of Regents for Indian Education, carrying out of a national Indian education program, the establishment of local Indian school boards, and for other educational purposes. This bill originated in September 1971 as an outgrowth of hearings held then on a bill dealing primarily with the education of Indian children in public schools. Without exception, the Indian witnesses testifying at those hearings asked for a comprehensive Indian education act to provide improved education opportunities for children and adults regardless of whether they were in Federal or other public schools. This hearing heard testimony from representatives of the majority of the Indian people, and from the 2 Federal agencies most involved with S.2724--Health, Education, and Welfare and the Department of Interior--as well as from spokesmen from the major educational organizations. The testimonies are presented in their entirety. (FF)

27

ED086388 RC007533

Indian Education: Johnson-O'Malley Activities. Annual Report. 1970-1971 Montana.

Montana State Office of the Superintendent of Public Instruction. Helena.

Publ. Date: 71 Note: 225p.; Related document is ED 051 922

Descriptors: *American Indians/ *Annual Reports/ Boarding Schools/ *Educational Finance/ Educational Opportunities/ Elementary Schools/ *Federal Aid/ Federal State Relationship/ High Schools/ Kindergarten/ *Public Schools/ Reservations (Indian)/ School Activities/ School Involvement/ Statistics/ Tables (Data)

Identifiers: *Johnson O Malley Act/ Montana

In fiscal year 1970, Montana Johnson-O'Malley (JOM) funds were relieved of supporting school lunches for American Indian children, and were channeled into special project activities. Department of Agriculture school-lunch funds became available in larger amounts to make that transition possible. With more funds, projects for special activities received an impetus that has grown each year. In January 1970, funds became available for kindergarten programs. In fiscal year 1971, 22 kindergarten units were in operation. The program now includes transportation, boarding homes, home-school coordinators, nurse coordinators, cultural enrichment programs, special teachers and workshops for teacher aides. During 1970-71 JOM advisory committees were formed to involve Indian people. At the same time JOM provided educational services to 37 school districts and 5,418 school children. This annual report also provides statistical data concerning these Federal aid programs in Montana: (1) Public Law 874 payments; (2) Public Law 815 payments; and (3) Public Law 98-10 payments. (Parts of this document may be only marginally legible.) (FF)

ED077602 RC007018

Implications of the Serrano and Rodriguez Cases on the Education of Mexican Americans.

Gonzalez, Simon

Publ. Date: 18 Nov 72 Note: 13p.; Paper prepared for a Leadership Institute for Chicano Educators (University of Texas at El Paso, November 17-18, 1972)

Descriptors: Court Litigation/ *Educational Finance/ Equal Education/ Financial Support/ *Mexican Americans/ *Property Taxes/ *School Support/ *State Legislation

Identifiers: Rodriguez v San Antonio Independent School Dist/ *Serrano v Priest

The primary local funding source for school support has always been the property or "ad valorem" tax. State funds, determined for each district by the "foundation program" formula, supplement this tax. Local school boards, state legislatures, state constitutions, and the voters have the power to provide quality education. In many states, however, the power which might result from increased educational expenditures has been limited. This is especially true for the poor Mexican American population. In Serrano vs Priest, the plaintiffs contend that the dependence on local property taxes for education results in wide revenue disparities among school districts. Rodriguez vs San Antonio Independent School District argues that the state minimum foundation program and general fund contribution do not equalize the great disparity in taxable property among school districts. In these cases the courts did not reject the property tax but did reject the reliance on it for local funding. The direct effects of these cases on Mexican American education are that they have: (1) served notice that Chicanos will not continue to tolerate discriminatory laws or practices, (2) aroused interest among Chicano law students, and (3) focused on the serious need for increased resources for quality education for everyone. (NQ)

62

ED076281 RC006955

A Compilation of Laws Pertaining to Indians, State of Maine.
Maine State Dept. of Indian Affairs, Augusta.
Publ. Date: Jan 73 Note: 50p.

HC Not Available from EDRS. PLUS POSTAGE

Descriptors: *American Indians/ Education/ Forestry/ Housing/
*Laws/ *Legal Responsibility/ *State Agencies/ *State
Legislation/ Welfare Services

Identifiers: *Maine/ Passamaquoddyes/ Penobscots

The document is a compilation of laws pertaining to the
American Indians in the state of Maine. These laws are compiled
from: (1) the Maine Revised Statutes of 1964 and amendments
through 1972; (2) the Constitution of Maine; and (3) the
current resolves and private and special laws. Major topics
are: education, elections, fish and game, forestry, health and
welfare, highways, housing, tribes, legislature, motor vehicle
taxes, and treaties. Also included are miscellaneous provisions
such as liquor and public dumps. Not available in hard copy
due to marginal legibility of original document. (FF)

63

ED076274 RC006957

An Evaluation of the Johnson-O'Malley Program: Muskogee Area,
Bureau of Indian Affairs.

Coombs, Madison L.

Bureau of Indian Affairs (Dept. of Interior), Muskogee, Okla.
Muskogee Area Office.

Publ. Date: Aug 72 Note: 44p.

Descriptors: *American Indians/ *Educational Finance/
*Federal Programs/ *Program Evaluation/ *State Federal Aid

Identifiers: *Johnson O Malley Act/ Oklahoma

The Johnson-O'Malley Act (JOM), passed by Congress in 1934,
authorized the Bureau of Indian Affairs (BIA) to contract with
the states and other political entities for educational
services to American Indians. Although the rationale for the
JOM program was not understood well by a high proportion of the
Indian patrons of public schools or by the school
administrators, the nature of JOM funding and recent
developments made the evaluation of these programs an
inevitable requirement. In April, 1972, the Muskogee Area
Office of the BIA sent the Indian Education Section of the
Oklahoma State Department of Education a 1 page set of
suggestions for evaluating and monitoring JOM projects. This
document was shown in its entirety. About a month later the BIA
office in Albuquerque, which handles the JOM program, forwarded
to the Muskogee Area Office a similar and comprehensive
questionnaire which was then forwarded to the Oklahoma State
Department of Education. The returns showed an almost total
lack of standardized evaluation test data. Recommendations from
the schools stressed the need for inservice training of
personnel and changes in the program. (FF)

64

ED072523 EA004828

Inequality in School Financing: The Role of the Law. Clearinghouse Publication No. 39. Commission on Civil Rights, Washington, D.C. Publ. Date: Aug 72 Note: 81p.

Descriptors: Civil Rights/ *Court Cases/ *Disadvantaged Youth / Educational Finance/ Educational Legislation/ *Equal Education/ Equalization Aid/ Expenditure Per Student/ *Minority Group Children/ Property Taxes/ School Taxes/ Urban Schools/ *Urban Youth

This survey gives a brief history of the movement toward equality of educational opportunity in the United States, reviews recent court decisions mandating equality in educational expenditures, and raises some of the critical questions thus far unanswered either by the courts or by the legislatures regarding ramifications of these decisions. It suggests that the recent court decisions striking down State systems of school finance (because of intrastate inequality) may not be the panacea for minority group schoolchildren that it had originally been envisioned. Because minority group children are increasingly concentrated in urban areas, the decisions will tend to benefit minority group children to the extent they benefit the cities in which they live. The outcome depends on whether cities as a whole will benefit from the decisions. (Author)

65

ED071803 RC006689

Education of the Spanish Speaking. Hearings Before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary, House of Representatives, Ninety-Second Congress, Second Session on Reports of the U.S. Commission on Civil Rights, Serial No. 35.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Publ. Date: Jun 72 Note: 105p.

Descriptors: Bilingual Education/ *Civil Rights/ Committees/ Educational Policy/ *Equal Education/ *Mexican Americans/ *Minority Group Children/ Public Schools/ *Puerto Ricans/ Second Language Learning/ Spanish Speaking/ Tables (Data)

Identifiers: *United States Commission on Civil Rights

Hearings on the education of the Spanish-speaking were held on June 8 and 14, 1972. The Civil Rights Commission documented in its reports the effects of educational policies which have simultaneously forced ethnic isolation and Anglo conformity

upon Mexican American and Puerto Rican students. Included are testimonies by members of the Civil Rights Commission concerning the education of Spanish-speaking children. Some of the areas covered by the testimony follow: (1) Chicano pupils achieve less well than Anglo students; (2) the school systems of the Southwest have not recognized the culture and the tradition of Mexican Americans and have not adopted policies and practices that would enable Mexican American children to participate fully in the educational process; (3) more than 400,000 Chicano pupils throughout the Southwest attend schools in preeminently Mexican American districts; (4) Puerto Rican children constitute a relatively large minority in urban school systems plagued by racial imbalance, tight budgets, and outmoded school buildings in the Northeast and Midwest cities; and (5) statistical evidence demonstrates the failure of the schools in the Southwest to reach and properly educate the Chicano student. Related documents are ED 052 849, ED 056 821, and ED 062 069. (FF)

66

ED070551 RC006637

Annual Report, 1971-1972, to the United States Bureau of Indian Affairs, Indian Education Program Nevada.
Peehlman, Charles H., Comp.
Nevada State Dept. of Education, Carson City.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Publ. Date: Oct 72 Note: 54p.

Descriptors: *American Indians/ *Annual Reports/ Average Daily Attendance/ Dropouts/ *Educational Finance/ Enrollment/ *Federal Aid/ Federal Legislation/ Program Descriptions/ *State Programs/ Tables (Data)

Identifiers: *Johnson O Malley Act/ Nevada

After a brief discussion of the Johnson-O'Malley Program in Nevada, the State's expenditures for the fiscal year July 1, 1971, to June 30, 1972, are reported. Nevada's Indian Education Program is the result of the Johnson-O'Malley Act (JOM), which provides funds for the administration of the program and for the payment of tuition to school districts which enroll eligible American Indian children. This fiscal year, Nevada's allocation of JOM funds amounted to \$194,750. Reports of JOM expenditures and special fund allocations are presented by school district. Also presented by school district are tabulated data on enrollment and attendance. Data from a 5-year survey of Indian dropouts are given according to sex and to the reason for dropping out. Nevada's plan for distribution of JOM contract funds, the procedures for determination of State apportionment for Nevada public schools, and the revised JOM guidelines are also included. A related document is ED 055 709. (NQ)

67

ED069332 PS005795

Headstart, Child Development Legislation, 1972. Joint Hearing before the Subcommittee on Children and Youth and the Subcommittee on Employment, Manpower, and Poverty.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Publ. Date: Mar 72 Note: 634p.; U.S. Senate, Ninety-Second Congress, Second Session

Available from: Subcommittee on Children and Youth; Room 506, Senate Annex, U.S. Senate, Washington, D.C., 20510 (no charge)

Descriptors: *Disadvantaged Youth/ *Economically Disadvantaged/ Educational Development/ *Educational Opportunities/ *Federal Legislation/ Poverty Programs/ Youth Employment

Identifiers: PROJECT HEAD START

A Joint Hearing before the Subcommittee on Children and Youth, and the Subcommittee on Employment, Manpower, and Poverty of the Committee on Labor and Public Welfare are presented. The purpose of this hearing on S. 3193 is to provide for the continuation of programs authorized under the Economic Opportunity Act of 1964, and for other purposes. The hearing on S. 3228 aimed to strengthen and expand the Headstart program, with priority to the economically disadvantaged; to amend the Economic Opportunity Act of 1964. (RG)

ED068205 RC00G794
 Indian Education Division, Nevada State Department of
 Education, 1960-1961 Annual Report to United States Bureau of
 Indian Affairs.

Haglurd, E. A., Comp.
 Nevada State Dept. of Education, Carson City.
 Sponsoring Agency: Bureau of Indian Affairs (Dept. of
 Interior), Washington, D.C.
 Publ. Date: Aug 61 Note: 22p.

Descriptors: Academic Achievement/ Adult Education/ *American
 Indians/ *Annual Reports/ *Educational Finance/ Federal Aid/
 *Federal Programs/ *Financial Support/ Grants/ Lunch Programs/
 Preschool Programs/ Special Programs/ Student Transportation/
 Vocational Education

Identifiers: Bureau of Indian Affairs/ *Johnson O Malley Act
 Information for the second complete school year under the
 agreement between the Nevada Department of Education and the
 Bureau of Indian Affairs for the orderly and equitable
 termination of the Johnson-O'Malley Program in the State of
 Nevada is presented in this annual report. Termination, over a
 5-year period, of the student transportation and school lunch
 programs under the Johnson-O'Malley Act are reported. The
 Special Program Grants to individual school districts are
 described. Major recommendations for American Indian education
 in Nevada include the establishment of preschool training, the
 development of a post-high school vocational program at Stewart
 Indian School, and the reestablishment of adult education
 programs for all Indian tribal groups. Related documents are ED
 013 147, ED 032 143, ED 032 186, ED 044 218, and ED 055 709.
 (PS)

ED068190 PS005972
 Existing Day Care Legislation. Final Report: Part III.
 Carlson, Rick J.
 Institute for Interdisciplinary Studies, Minneapolis, Minn.
 Sponsoring Agency: Office of Economic Opportunity,
 Washington, D.C.
 Publ. Date: Dec 71 Note: 116p.

Descriptors: Child Development/ *Day Care Programs/
 *Disadvantaged Youth/ Elementary School Students/ Federal Aid/
 *Federal Legislation/ *Financial Support/ *Government Role/
 Legislation/ Low Income Groups/ Parent Participation/ Preschool
 Children/ Research/ Technical Reports

Existing legislation applicable to day care programs is
 examined to discern what the Federal role has been. An overview
 of existing Federal legislation is given, and legislation is
 then analyzed as to its effect on the five components of the
 day care delivery system. These components are: (1) a
 product--the kind of day care program, (2) providers of that
 product--administrators, operators, educators, etc.; (3)
 consumers of the product--parents and children; (4) a medium of
 exchange between the providers and the consumers--means of
 financing the programs; and (5) regulation of the product and
 the means of financing by the public--the quality of the
 product and the terms and conditions of exchange. An appendix
 includes descriptions of all relevant legislative enactments
 affecting day care programs. (For related documents, see PS 005
 969-971, 973-983.) (AL)

Records/ Compensatory Education Programs/ Contracts/
*Educational Finance/ *Educational Programs/ Federal Programs/
State Programs/ *Tables (Data)

Identifiers: *Johnson O Malley Act/ Oklahoma

Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1962 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1960-61; the expenditure of contract funds in 1961-62 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1963; the enrollment and average attendance by areas and tribes for 1960-61; a financial statement of Indian education funds for 1962; the state contract funds allocated in 1961-62 by counties and for special services; and the lunch and special service lunch fund reimbursement are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the contract modification, the 1962-63 budget, the amendment to the Oklahoma plan, an enrollment and attendance table for 1961-62, a table of attendance by area and tribe for 1961-62, the rules and regulations for the Johnson-O'Malley Indian Education Program, and a high school senior questionnaire. (MJB)

71

ED065234 RC006306

Twentieth Annual Report of Indian Education in Oklahoma.

Laney, L. J.

Oklahoma State Dept. of Education, Oklahoma City.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Publ. Date: 67 Note: 44p.

Descriptors: *American Indians/ *Annual Reports/ Attendance Records/ Compensatory Education Programs/ Contracts/ *Educational Finance/ *Educational Programs/ Federal Programs/ State Programs/ *Tables (Data)

Identifiers: *Johnson O Malley Act/ Oklahoma

Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1967 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1965-66; the expenditure of contract funds in 1966-67 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1968; the enrollment and average attendance by areas and tribes for 1965-66; a financial statement of Indian Education funds for 1967; the state contract funds allocated by counties and for special services; and the lunch and special service lunch fund reimbursement for 1966-67 are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the Indian Public School Contract; the Oklahoma plan; the enrollment and attendance table for 1966-67; the Indian pupil enrollment and average daily attendance by areas and tribes for 1965-67; a dropout report for the Anadarko area, the Muskogee area, and for the Oklahoma Johnson-O'Malley schools as a whole; and a high school senior questionnaire. (MLB)

33

E0058354 UD012027

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate. Ninety-Second Congress. First Session on Equal Educational Opportunity. Part 16D-1--Inequality in School Finance: General Appendixes.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: Nov 71 Note: 328p.; Committee Print, Senate Select Committee on Equal Educational Opportunity
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

Descriptors: "Disadvantaged Youth/ Economically Disadvantaged / *Educational Finance/ *Educational Needs/ Educational Opportunities/ Educational Resources/ *Equal Education/ Resource Allocations/ Tax Support/ *Urban Education

Identifiers: District of Columbia/ Indiana/ More Effective Schools Program/ New York/ Oregon

Appendix One, items pertinent to the hearing of September 21, 1971, includes material supplied by Dr. Robert W. Blanchard concerning allocations from Oregon's basic school support fund. Appendix Two, items pertinent to the hearing of September 22, 1971, includes material supplied by Joel B. Berke on "The Current Crisis in School Finance: Inadequacy and Inequity;" and also by James A. Kelley on "Judicial Reform of Educational Finance" and "The Fiscal Roots of Inequality in Educational Opportunity." Additionally, the staff of the Select Committee on Equal Educational Opportunity provided material on "Disparities in School Finance." Appendix Three, items pertinent to the hearing of September 23, 1971, includes tables supplied by Julius W. Hobson concerning District of Columbia Public Schools Regular Budget Funds: Requests versus Appropriations, fiscal years 1966-71, and two pamphlets by him: "The Damned Children," and "The Damned Information." Among the other materials in the appendix are summary reports from Glen Robinson on financially induced cutbacks in staff, programs, and services. Appendix Four includes the following materials, submitted by David Selden: The More Effective Schools Program, a program report prepared by the American Federation of Teachers: "The Voucher Plan," a reprint from the "Teachers College Record"; and four articles on the Gary (Indiana) Banneker School Experiment. Due to the quality of the original, several pages of this document are not clearly printed. (JM)

E0057132 UD011921

Elementary and Secondary Education Act of 1965: Compilation of Legislation on Title I--Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families. Reflecting the 1966, 1967, and 1970 Amendments.

Division of Compensatory Education, BSEF.

Publ. Date: Jul 71 Note: 38p.

Available from: Superintendent of Documents, Printing Office, Washington, D.C. 20402 (HE 5.237; 37074; \$0.25)

Descriptors: "Disadvantaged Youth/ Educational Finance/ *Educational Legislation/ *Federal Aid/ *Federal Legislation/ Low Income Groups

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I

This government document contains a compilation of legislation on Title I of the Elementary and Secondary Education Act of 1965; it also contains the 1966, 1967, and 1970 amendments. In addition, General provisions under Title III of Public Law 81-874 are included. Title I is particularly concerned with financial assistance to local educational agencies for the education of children of low-income families. (Author/JW)

74

ED056408 EACG3865

Public School Desegregation in California Historical Background. School Desegregation Bulletin Series.

Colley, Nathaniel S., Jr.

California Univ., Riverside. Western Regional School Desegregation Projects.

Publ. Date: Sep 71 Note: 32p.

Descriptors: Court Cases/ De Facto Segregation/ De Jure Segregation/ *Legal Problems/ *Minority Groups/ School Attendance Legislation/ *School Integration/ *School Law/ *School Segregation

Identifiers: California

This paper first traces the history of racial segregation in the California Public Schools, revealing that while the first California constitution provided for a system of common schools, the schools were initially common to white pupils only. The paper then demonstrates that the State has an affirmative duty under the 14th Amendment to end public school racial segregation wherever it exists no matter what its cause. The paper concludes by arguing that there can be no such thing as de facto segregation in public schools. According to the author, all such segregation is de jure because public school officials compel attendance, fix zones and boundaries, and make school attendance assignments. (Author)

75

ED055709 RC005661

Indian Education Program. Annual Report, 1970-1971 to United States Bureau of Indian Affairs.

Poehlman, Charles H.

Nevada State Dept. of Education, Carson City.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Publ. Date: Oct 71 Note: 64p.

Descriptors: Adult Programs/ *American Indians/ *Annual Reports/ Community Involvement/ Cultural Background/ Dropouts/ Education/ *Educational Finance/ Enrichment Activities/ Enrollment/ Evening Classes/ *Federal Aid/ Program Descriptions/ School Community Relationship/ *State Programs/ Student Needs

Identifiers: Johnson O'Malley Act/ Nevada

After a 2-page history of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, basic objectives for educational programs, the problems encountered in developing these programs, and accompanying recommendations are discussed. Tabular reports of Johnson-O'Malley (JOM) expenditures are then presented in composite and by school district, and beneficiaries of special fund allocations are enumerated. Three successful programs for Indian children in Nevada are described: (1) the Moapa Summer Educational-Recreational Program (Clark County School District), (2) the Summer Reading Program for Primary Students (a 1-school program in Lyon County School District), and (3) the Indian Pre-School Summer Education Program (Churchill County School District). Public Law 89-10 Title I programs serving Indian children in Nevada are listed; also presented are school district news (by district), enrollment and attendance data (by district), results of the Nevada Indian Dropout Study, Nevada's plan for distribution of JOM contract funds, and procedures for determination of state apportionment for Nevada public schools. Related documents are ED 013 147, ED 032 143, ED 032 166, and ED 044 218. (MCS)

ED054274# UD011767

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress First Session on Equal Educational Opportunity. Parts 9A and 9B.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: 71 Note: 951p.; Hearings held Mar 3-6, 1971, San Francisco, Calif.

Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Pt. 9A, \$2.25; Pt. B, \$1.50)

Document Not Available from EDRS.

Descriptors: Black Community/ Bus Transportation/ *Chinese Americans/ Economically Disadvantaged/ Educationally Disadvantaged/ Educational Resources/ *Equal Education/ High Schools/ *Integration Effects/ Integration Litigation/ Integration Methods/ Racial Balance/ School Community Relationship/ *School Integration

Identifier: *California

These hearings before the Senate Select Committee on Equal Educational Opportunity focusing on "San Francisco and Berkeley, California" are organized in two parts. The contents of Part 9A include all of the statements by educational administrators, teachers, and students; as well as by representatives of involved minority communities and local government officials. Evidence is presented regarding the racial distribution of students in the Berkeley Unified School District, the Riverside Integration study, and the role of the black community in school integration. Part 9B is an "Appendix," which includes articles contributed by the Institute on Desegregation Problems, various private persons, the Berkeley Unified School District, the Riverside Unified School District, the Sacramento Unified School District, the San Francisco Unified School District, and the Sequoia Union High School District; these articles focus on such issues as: educational finance; school integration and busing; legislation proposals for the 1971 session of the California Legislature; group test results of intelligence and academic achievement; litigation regarding non-English-speaking students in San Francisco; the experience of teachers with school desegregation; and, the attitudes of parents and students towards integration. For related documents, see Ed 045 795, UD 011 767, and UD 011 789. (JM)

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ED054273# UD011766

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate. Ninety-First Congress. Second Session on Equal Educational Opportunity. Parts 3E, 4, 5, 6, 7, and 8.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: 71 Note: 1789p.; Hearings held Sept 24, 1970 to Nov 25, 1970, Washington, D.C.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Pt. 3E, \$0.75; Pt. 4, \$1.00; Pt. 5, \$1.75; Pt. 6, \$1.25; Pt. 7, \$1.25; Pt. 8, \$1.25)

Document Not Available from EDRS.

Descriptors: Dejure Segregation/ Educational Legislation/ Educational Resources/ Equal Education/ Government Role/ Housing Discrimination/ Mexican Americans/ Minority Groups/ Puerto Ricans/ Racial Balance/ Resource Allocations/ School Integration/ Spanish Speaking/ Urban Schools

The hearings before the Senate Select Committee on Equal Educational Opportunity concerning "Desegregation under the law" conclude with Part 3E, which features a discussion of the Preyer-Spong Bill. Part 4 is concerned with "Mexican American education." Presentations focus on the issues of educational resources allocation, including the distribution of ESEA Title I funds; and the activism among Mexican-American students and parents, including school boycotts. Part 5, "De facto segregation and housing discrimination," presents evidence paralleling the housing situations in the Mexican American, Puerto Rican, and Latino communities, and relating educational opportunity to residential patterns. Part 6, "Racial imbalance in urban schools," records statements on the urban school crisis and comprehensive planning to deal with it; and also on the problems of implementing school desegregation. Part 7 presents expert testimony and evidence on "Inequality of educational resources." Statements center on the impact of adequate versus inadequate financial support for education, and relevant public attitudes. Part 8 focuses on the problems of "Equal educational opportunity for Puerto Rican children." The public education system of Puerto Rico is contrasted with the urban schools serving mainland Puerto Rican students. For related documents, see ED 045 795, UD 011 767, and UD 011 789. (JM)

78

ED052877 RC005478

Equal Educational Opportunity: Hearings before the Select Committee on Equal Educational Opportunity of the United States Senate. Ninety-First Congress. Second Session on Equal Educational Opportunity. Part 4--Mexican American Education.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: 71 Note: 256p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

Descriptors: Academically Handicapped/ Activism/ Bilingual Education/ Community Involvement/ Educational Discrimination/ Educational Opportunities/ Federal Aid/ Mexican Americans/ Socioeconomic Influences/ Teacher Selection/ Testing

Hearings on Mexican American education, held for 4 days in August of 1970 before the Senate Select Committee on Equal Educational Opportunity, are recorded in this publication. Witnesses before the committee included Mexican American educators from California and Texas. Presentations by these witnesses emphasized such areas as language and culture, educational levels, bilingual education, integration, Federal funding, segregation, student militancy, social activism, home environment, public and political attitudes, school policies, school faculties, community control and involvement, the GI Bill, and educational tracking. "Spanish-Speaking Pupils Classified as Educable Mentally Retarded," a report from the California State Department of Education, is included in the publication. (A related document is ED 045 795.) (J8)

79

ED048387 UD010365

Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, Ninety-First Congress, Second Session on S. 3883 and 4167. June 9, 24, 30, July 10, and August 11 and 27, 1970. Emergency School Aid Act of 1970. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Publ. Date: 70 Note: 613p.

Descriptors: Court Litigation/ *Educational Finance/ *Educational Problems/ Elementary Schools/ *Government Role/ *Minority Groups/ Political Influences/ Race Relations/ *School Integration/ Secondary Schools/ Statistical Data

This document is the report of hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare of the United States Senate, held in June, July, and August, 1970. The hearings relate to the Emergency School Aid Act of 1970, specifically, Senate bills 3883 and 4167. Bill 3883 sought to provide financial assistance to improve education in racially impacted areas and to assist with desegregation problems in elementary and secondary schools and other purposes. Bill 4167 sought to enforce the guarantees of the Fourteenth Amendment with respect to elementary and secondary school desegregation. (DM)

80

ED047867# RC005092

An Even Chance: A Report on Federal Funds for Indian Children in Public School Districts.

NAACP Legal Defense and Educational Fund, Inc., New York, N.Y.

Sponsoring Agency: Children's Foundation, Washington, D.C.

Publ. Date: Jan 71 Note: 80p.

Available from: NAACP Legal Defense and Educational Fund, Inc., 1028 Connecticut Avenue, Suite 510, Washington, D.C. 10019 (\$1.00)

Document Not Available from EDRS.

Descriptors: Achievement/ *Administration/ *American Indians/ Attitudes/ Demography/ *Educational Finance/ *Equalization Aid/ *Federal Aid/ Legislation/ Socioeconomic Status

The document reports a study of Federal financial-assistance programs to schools with concentrations of American Indian children. The study involved collecting data by interviewing state and local officials in 60 school districts in 8 states; interviews were also conducted with Bureau of Indian Affairs and Office of Education officials in Washington. In addition, 29 community surveyors interviewed 445 Indian parents whose advice and active participation were essential to the study.

The document provides statistical data and discusses instances wherein school districts are alleged to have misused Federal monies allocated for use in educating American Indian children. Discussed are Federal programs specifically designed to aid public schools in educating Indian children under funds from Impact Aid Laws - P.L. 874 and P.L. 815, the Johnson-O'Malley Act of 1934, and Title I of the Elementary and Secondary Education Act of 1965. A chapter is also devoted to Indian involvement with public schools. (EL)

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81

EDC44218 RC004792

Indian Education Program: 1969-1970 Annual Report to United States Bureau of Indian Affairs.

Poehlman, Charles H.

Nevada State Dept. of Education, Carson City.

Publ. Date: Oct 70 Note: 84p.

Descriptors: Adult Programs/ *American Indians/ *Annual Reports/ Community Involvement/ Cultural Background/ Cultural Enrichment/ Dropouts/ *Education/ *Educational Finance/ Educational Television/ Enrichment Activities/ Enrollment/ Evening Classes/ Federal State Relationship/ *Program Descriptions/ School Community Relationship/ Student Needs/ Teaching Guides

Identifiers: *Nevada

A brief history is given of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, and Nevada's plan for distribution of these funds is discussed. Procedures for determination of state apportionment for Nevada public schools are included, as are the beneficiaries of the special fund allocations. Basic objectives for educational programs and the problems encountered in developing these programs are cited. Two programs for Indian children in Nevada are described: (1) the Summer Educational Program for Southern Paiute Children and (2) The First Ones, an educational television series for all school children in Nevada. (Lesson plans and a teacher's guide for the series are included in the document.) Public Law 89-10 Title I programs serving Indian children in Nevada are listed, and school district news, financial reports for 1969-70, enrollment data, and results of the 5-year dropout survey conclude the report. (LS)

82

ED043732 VT011136

Implementing the Vocational Education Amendments of 1968 for the Disadvantaged or Handicapped. Suggested Utilization of Resources and Guide for Expenditures (SURGE).

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Publ. Date: Feb 70 Note: 19p.

Descriptors: *Disadvantaged Groups/ Educational Finance/ Expenditures/ *Federal Legislation/ *Handicapped/ Leadership Responsibility/ *Program Administration/ Program Development/ Services/ *Vocational Education

Identifiers: *Vocational Education Amendments Of 1968

Based on experiences and recommendations from vocational education programs, this publication contains suggestions for State Department of Vocational Education staff in their leadership roles to local educational agencies and in their relationship with other state institutions in developing services and programs for the disadvantaged and handicapped under the Vocational Education Amendments of 1968. Definitions, characteristics, uses of federal funds, areas to be served, cooperating persons and organizations, and effective services and program components are included for both groups. (SB)

83

ED037925 24 EA002315
Implementing School Desegregation: A Bibliography.
Bibliography Series, Number Sixteen.
Hall, John S., Comp.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational
Administration.
Sponsoring Agency: Office of Education (DHEW), Washington,
D.C. Bureau of Research.
Bureau No : BR-8-0353
Contract No.: JEC-0-8-080353-3514(010)
Publ. Date: Mar 70 Note: 28p.

Descriptors: *Annotated Bibliographies/ Bibliographies/ Court
Litigation/ De Facto Segregation/ Equal Education/ Evaluation/
Federal Legislation/ Legal Problems/ Methods/ *Negro Education/
/ Racial Balance/ *School Community Relationship/ *School
Integration/ State Legislation/ Urban Schools

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)

84

ED035351 RC004045
Indian Education in New York State.
New York State Education Dept., Albany.
Publ. Date: 69 Note: 20p.

Descriptors: *Administrative Organization/ *American Indians/
Attendance/ *Educational History/ Enrollment/ *Expenditures/
Legal Responsibility/ School Construction/ School Integration/
*State Legislation

Identifiers: *New York

The development of Indian education in the State of New York
is traced starting with the state assuming responsibility for
Indian education in 1846 and ending with the 1968-69 school
year. Initial provisions for Indian children are presented with
cost and enrollment figures. Key legislation is produced, and
the various administrative personnel are named as each major
advance is considered. Statistical tables on enrollment, state
expenditures for Indian education, and student aid to Indian
youth are included. The report concludes with recommendations
regarding the administrative centralization of Indian education
at the state level. (BD)

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ED034625 RC003886

Indian Education: A National Tragedy--A National Challenge. 1969 Report of the Committee on Labor and Public Welfare. United States Senate. Made by its Special Subcommittee on Indian Education.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.: R-91-501

Publ. Date: 69 Note: 230p.

Descriptors: Administrative Problems/ *American Indians/ Case Studies (Education)/ Educational Background/ *Educational Needs / *Educational Policy/ *Federal Legislation/ Federal Programs/ *Investigations/ School Conditions

Senate Resolution 165, 90th Congress, authorized an investigation into the education of Indian children. Subsequent resolutions extended the investigation, the results of which are synthesized in this report. Historical discussion of national policy toward the American Indian, the effects of Federal legislation, and the failures of Federal schools are presented. Public school findings included the lack of Indian participation or control; coursework which rarely recognized Indian history, culture, or language; and anti-Indian attitudes on the part of school administrators and teachers. Federal schools were found to be grossly underfinanced, deficient in academic performance, unsatisfactory in quality and effectiveness of instruction, seriously deficient in guidance and counseling programs, and characterized by a rigid and impersonal environment. Sixty recommendations were made in the areas of national policy and goals, administration of Indian education, the future of Federal schools, and the Federal role in relation to non-Federal schools. Statistical tables are presented in an appendix. (JH)

ED033459 EA002568

History of Title I ESEA.

Office of Education (DHEW), Washington, D.C.

Publ. Date: Jun 69 Note: 37p.

Descriptors: *Educational Legislation/ *Educationally Disadvantaged/ Federal Aid/ Federal Programs/ Federal State Relationship/ *Financial Policy/ Grants/ *Historical Reviews/ Low Income Groups/ Program Administration/ Program Effectiveness/ Program Evaluation/ Project Applications/ *Public Schools/ Resource Allocations

Identifiers: Elementary Secondary Education Act, Title I

The purpose of the Elementary and Secondary Education Act, Title I is to provide financial assistance to local educational agencies serving areas with concentrations of educationally disadvantaged children from low-income families. This document explains the administrative structure necessary to implement Title I programs on national, State, and local levels and the formula used in determining allocations. Amendments to the original legislation have broadened the provisions for eligibility and these are listed. The Commissioner of Education is responsible for determining the annual allocation of Title I funds to eligible county and State education agencies, although this law places direct responsibility for administering and implementing Title I on State education agencies. The local education agencies develop and implement approved projects identifying the educationally disadvantaged children and their special needs. Evaluating Title I projects has evolved from the overlapping surveys of earlier years to a comprehensive and systematic process that by 1967, used standardized data. The impact of the Title I operation can be noted in tables that illustrate the shift of expenditures away from equipment and construction in 1966 toward more actual instruction and services in 1967-68. (LN)