SCHOOL DESEGREGATION RELATED TO WEST TENNESSEE: A PARTIALLY ANNOTATED SELECTED BIBLIOGRAPHY

Earlene J. Moore, Paul Meek Library
for the fifth annual Civil Rights Conference held at the University of Tennessee at Martin, February 21–26, 2005.

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Books, Book Chapters, and Reports


This sixty–page report discusses the Memphis Effective Schools Project (MESP) initiated in 1982 to address deficits acquired by black students during the years of segregated schooling. Twenty tables and figures are included and a Learning Environment Inventory is appended to the report.


Collins and Noblit explain the interaction of stratification and schooling in the United States generally and report on a specific desegregated high school in Memphis, Tennessee. The authors look at the climate of classroom learning both before and after desegregation and based on their observations plus study data make recommendations for successful school desegregation.


Compiled by the State Department of Education's Equal Opportunities Program from reports made by superintendents of 150 of the 151 public school systems of Tennessee.


Dr. Hall held positions at the University of Tennessee, Tennessee State, and the Memphis City School District before moving to Wayne State University in Michigan where he spent the majority of his career. He held an Assistant Dean post there before retiring from the College of Education in 2002.


Muse describes positive conditions in Memphis for affecting school desegregation and equality in schools during the 1980’s. Factors he noted in Memphis were a strong Negro vote, high-caliber white leaders, and strong unity within the Negro community. He also notes that Memphis had the highest NAACP membership than any other Southern city and he praises a bi-racial agency, the Committee on Community Relations.


**Electronic Resources**


Articles


Venditti, Frederick P. “Race Equity in Education: Present and Future.” *Tennessee Education* 12, no. 1 (Spring 1982): 42. L11.T3725 Periodicals 2Flr