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**Basic Search:** The basic search screen comes up automatically when you open the database. Enter your keywords in the **Find** box and click the **Search** button (see image below). You can combine keywords by using **and** (e.g. **violence and schools**). You can interchange different words with similar meaning (such as 'teacher' and 'educator') using **or** (e.g. **teacher or educator**). You can also truncate words with an asterisk (e.g. **educat\*** = educate, educates, educated, educator, educators, education, and educational).

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Results for: ( segregation AND educat\* ) [Add search to folder](#) [Display link to search](#)

Find: segregation and educat\* **Asterisk\* to Truncate** Search Clear

in ERIC **Combine Keywords Using "AND"**

**The Results List:** Articles in the results list are arranged by date published with the most recent articles listed first. Full-text articles are listed as **PDF Full Text**, **HTML Full Text**, or **Full-text from ERIC**. Each publication is given an ERIC accession number; numbers beginning with **EJ** are journal articles and those beginning with **ED** are government documents. Full-text publications can be printed, e-mailed, or saved to a disc by clicking the **Print**, **E-Mail**, or **Save** links.

35. [A Decade after South Africa's First Democratic Election: Prospects for Indigent African Learners in Durban](#) Singh, Anand; *Childhood Education*, v81 n6 p333 Aug 2005 (EJ726557)  
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36. [African Americans: Disparities in Health Care Access and Utilization](#) Copeland, Valire Carr; *Health & Social Work*, v30 n3 p265 Aug 2005 (EJ725660)  
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37. [Providing Quality Choice Options in Education](#) National Governors' Association, Washington, DC.; National Governors Association, 2005 (ED489226)  
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**Article Citations:** Citations to articles contain important identifying information, such as the author, title, and publication information. Article citations usually provide abstracts (summaries) to help you evaluate articles for relevancy to your topic (see image below).

<b>Title:</b>	<b>Tackling Racial Segregation One Policy at a Time: Why School Desegregation Only Went so Far</b>	<a href="#">Find More Like This</a>
<b>Author(s):</b>	<a href="#">Wells, Amy Stuart</a> ; <a href="#">Holme, Jennifer Jellison</a> ; <a href="#">Atanda, Awo Korantemaa</a> ; <a href="#">Revilla, Anita Tijerina</a>	
<b>Source:</b>	<a href="#">Teachers College Record</a> v107 n9 p2141-2177 Sep 2005	
<b>Publication Year:</b>	2005	<b>Linked Subject Headings</b>
<b>ISSN:</b>	01614681	
<b>Descriptors:</b>	<a href="#">Racial Integration</a> ; <a href="#">Racial Segregation</a> ; <a href="#">School Desegregation</a> ; <a href="#">High Schools</a> ; <a href="#">Interviews</a> ; <a href="#">Student Diversity</a> ; <a href="#">White Students</a> ; <a href="#">Mexican Americans</a> ; <a href="#">African American Students</a> ; <a href="#">African American Students</a>	
<b>Abstract:</b>	<p>This article provides an overview of the major findings from the "Understanding Race and <i>Education</i> Study," a 5-year research project conducted by the authors at Teachers College--Columbia University and UCLA. The central theme to emerge from the 5-year historical case study of six racially diverse high schools and their graduates from the late 1970s was that school desegregation faced enormous political obstacles in local communities, which compromised its effect. At the same time, this fairly radical policy fundamentally changed the people who lived through it but had a more limited impact on the society as a whole. This article presents data from this study of 540 interviews and document collection from these six sites, which show that in the 1970s racially diverse public schools were challenged because <i>educators</i> either tried to or were forced to facilitate racial integration amid a society that remained segregated in terms of housing and other social institutions. This context compromised many of the goals of desegregation as politically powerful Whites resisted meaningful equality within desegregated schools and Blacks and Latinos were often angered and frustrated by this resistance. Nonetheless, desegregation made the vast majority of the students who attended these schools less racially prejudiced and more comfortable around people of different backgrounds. After high school, however, their lives, mirroring the larger society, have been far more segregated. They lament that school desegregation was supposed to prepare them for the "real world," but that world is far more segregated than their schools.</p>	
<b>Language:</b>	English	
<b>Number of Pages:</b>	37	
<b>Publication Type:</b>	Journal Article (080) Reports - Evaluative/Feasibility (142)	
<b>Availability:</b>	Not available from EDRS Journal Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02148. Tel: 800-835-6770 (Toll Free); Fax: 781-388-8232; e-mail: <a href="mailto:subscrip@bos.blackwellpublishing.com">subscrip@bos.blackwellpublishing.com</a> .	
<b>Journal Code:</b>	SEP2005	
<b>Entry Month:</b>	200501	
<b>ERIC Number:</b>	EJ718517	
<b>Persistent link to this record:</b>	<a href="http://0-search.ebscohost.com/uncclc.coast.uncwil.edu:80/login.aspx?direct=true&amp;db=eric&amp;AN=EJ718517&amp;site=ehost-live">http://0-search.ebscohost.com/uncclc.coast.uncwil.edu:80/login.aspx?direct=true&amp;db=eric&amp;AN=EJ718517&amp;site=ehost-live</a>	
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<b>Full Text Database:</b>	Academic Search Premier	

**Advanced Search:** Click the **Advanced Search** tab at the top of the screen in order to combine and experiment with various sets of keywords. For example, if you were researching 'what is the effectiveness of inclusion for students with special needs in elementary schools?' then you would use the first two **Find** boxes to enter the main keywords ( **inclusion** and **elementary school\***) and the third **Find** box to experiment with different concepts for disabled students, such as **special education\* or disab\*** (see image below).

**Find:**  in

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