

In his article, "Effective Schools for the Urban Poor," Edmonds refers to equity, which in terms of education, means fairness in the distribution of "goods," which I am going to interpret as content, and services, which again, I will interpret as the totality of the school climate and culture...leadership, teachers and community; how students are taught and the overall "feel" for how leaders and teachers perceive their constituents, i.e. students and to a lesser degree, their families.

Looking at several studies, including his own, (Weber, 1971; State of New York's Office of Education Performance Review, 1974; Madden, Lawson, and Sweet, 1976; Brookover and Lezotte, 1977; Edmonds and Frederiksen, 1978), Edmonds was seeking to demonstrate the absurdity of earlier studies (Coleman, 1966; Jensen, 1969) which sought to imply that urban poor had low achievement due to the fact that they were poor and that this "condition" created obstacles to their ability to learn.

Edmonds makes a very strong case through his own research and that cited in the article that effective schools have strong and effective leadership, the staff is committed to working with their students and maintain high expectations for themselves and their students, the school is child-friendly, student progress is monitored and reviewed, and that if necessary, changes are made to delivery of goods and services to ensure student success.