

## About the Editors:

Following graduation from Columbia Law School as a Harlan Fiske Stone Scholar, Professor Dyson practiced law with the firm of Simpson Thacher & Bartlett where he specialized in mergers and acquisitions, securities and leverage buyouts valued at approximately \$166 billion. Professor Dyson has also participated in the landmark school finance litigation and in federal civil rights enforcement as the Special Projects team attorney for the U.S. Department of Education Office for Civil Rights (OCR) where he was recognized for his work in inter-district funding equity analysis. Professor Dyson received his A.B. from Columbia College, Columbia University and is the recipient of numerous awards including the prestigious King's Crown Award, the Kluge Award, the Albert Roothbert Endowment, the Lester A. and Stella Porter Russell Endowment, the Society of the Order of the Barristers and the Taft Samuel Carpenter Award for Teaching Excellence.

Professor Weddle joined the UMKC Law School in 1996. He serves as Director of Academic Support and teaches several courses, including Governmental and Legal Aspects of Education, Legal Aspects of Higher Education, Scholarly Writing, Litigation Drafting, Practical Skills, and Introduction to Lawyering Processes. Professor Weddle began his career as a high school teacher and administrator before turning to the study of law. After joining the faculty at UMKC School of Law, he served for a year as interim Assistant Dean of UMKC's School of Education.

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# Our Promise

## *Achieving Educational Equality For America's Children*

Maurice R. Dyson, editor  
*Thomas Jefferson School of Law*

Daniel B. Weddle, editor  
*University of Missouri Kansas City School of Law*



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### *Achieving Educational Equality For America's Children*

Maurice R. Dyson, Thomas Jefferson School of Law, editor

Daniel B. Weddle, University of Missouri Kansas City School of Law, editor

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This edited volume provides a thought-provoking collection of papers by expert legal scholars and serves as a reminder of the extensive work that is yet to be accomplished in the evaluation of educational policy. The authors encourage us to take a second look at the research surrounding the topics of equality in education and urge us to examine the benchmarks of progress so as to gauge next steps and possible new directions in educational achievement.

In a sense, this is a compilation of works that serve as a reminder that the nation's growth and its history will be measured not by its crepuscular and steganographic support of educating a select few in education, but, instead, by establishing the bright light of accountability and our commitment to every student by advocating for the full embodiment of equality in education.

— *Excerpt from the Foreword by Philip T.K. Daniel, J.D., Ed.D., William and Marie Flesher Professor of Educational Administration, Adjunct Professor of Law, The Ohio State University*

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