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CURE

CITIZENS UNITED FOR RACIAL EQUALITY

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EDUCATIONAL GAINS THROUGH INTEGRATION

by Dr. Joseph M. Samuels

This is the first in a series of articles on successful school integration programs. In this article, Dr. Joseph M. Samuels, Director, Affirmative Action Programs, San Diego State University, gives some background information and research findings related to school integration. A second article will report Dr. Samuels' personal research and experience with the New Haven Areas Project Concern. Dr. Samuels' observations are considered particularly valuable because they come out of careful research sharpened by his more than five years experience teaching in the public schools and his two years experience as the Director of the New Haven Project.

During the past decade there has been a tremendous debate regarding the education of inner-city youth. One aspect of this debate has centered around the viability of busing as an alternative to the poor quality of education received by many inner-city youth.

Since the United States Supreme Court Decision Brown et al. vs Board of Education of Topeka et al., May 17, 1954 a number of studies and a great deal of discussion and turmoil have been generated. In the twenty years that have elapsed since the Supreme Court said, ". . . separate facilities are inherently unequal. . . " American cities have become more Black and their public schools have become more segregated.

Four-fifths of the inner-city students read below the national norms. Studies and reports such as the Coleman Report, 1966; the Pettigrew Report, 1967; the Kerner Report, 1968; the Boland Report, 1968; and the Sheathelm Report, 1969 conclude that racial isolation in inner-city schools results in poor quality education for the children.

While there are those who are opposed to the concept of integrated schools, the evidence seems to overwhelmingly support the case for them.

The Equality of Education Opportunity Survey (Coleman Report, 1966), states a clear case for an integrated education and against a segregated education for the nation's children -- Black and white, poor and affluent. The Coleman Report states.

"The social composition of the student body is more highly related to achievement, independently of the student's own background, than is any other school factor." This is much more the case for minority pupils. In fact, the Coleman study shows that the school's social composition is more important to the achievement of poor Black children. Also the study shows that if a student from a strong educationally oriented home is placed in a school environment composed of students from homes unlike his own, his achievement is not significantly affected.

The Report of the National Advisory Commission on Civil Disorders (Kerner Report, 1968), discusses the tragic failure of ghetto or inner-city schools. These segregated schools deprive the children of exposure to other children, with strong educational backgrounds, who might help motivate them to achieve at a higher level.

Whether the type of segregation a Black child finds himself in is de jure or de facto is not important. It is important for white children, especially the more affluent ones, to have the opportunity to interact with Black children (Miel, Stoff, 1967). The fact that more than 80% of all white students attend schools with more than 90% white enrollment (Kerner 1968), means that most of our nation's children are not given the opportunity to learn to live in harmony and understanding with other races, an aspect of the educational process.

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ENCANTO EXPERIMENT

Magnet School Enriches

Thirty-six children in excited groups and clusters stand waiting on corners all over Northeast San Diego each school morning. They are waiting for a bus which will take them to the "Magnet School" program which is located at Encanto school in Southeast San Diego. The children, all volunteers, are part of a program designed to enrich the elementary level education of children by conducting it in a racially integrated setting.

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SOFA SEEKS HOUSING FUNDS

SOFA (Strongly Oriented for Action) is an organization working on the problems of the minority community in La Jolla. One of the major problems is in housing. Since 1960, some 400 dwelling units in La Jolla have been demolished. The vast majority of these housed minority and low income families. Only about 345 low cost units still remain. It is imperative that more units be made available or the possibility of a balanced community will be lost.

SOFA has begun a low-income housing project and a goal of $100,000 was announced by the Rev. Lonnie Wormley of Prince Chapel A. M. E. Church and executive director of SOFA. The plan is to purchase existing properties and rent them to families with low incomes. The funds are being raised by means of the "Ten Plan" under which donations of $10 to $10,000 are pledged, payable at a rate of 10 percent per month over a period of 10 months. The goal of $100,000 is certainly not an adequate figure to solve La Jolla's problems, but it will be a good start. If you would like to help, your contributions are tax-deductible and should be sent to SOFA, P. O. Box 1171, 7517 Cuvier St., La Jolla, 92037 (459-0273 or 459-0272 for further information.)

HOUSING HELP

Where can the elderly, the handicapped, those of moderate or low income go for assistance in finding adequate housing in San Diego? They can go to the Housing Referral Office, a service offered by the City of San Diego, Community Development Department. It is a service designed to provide the citizens of the metropolitan San Diego area with the following services:

Information on eligibility requirements, vacancies, location and cost of FHA-assisted apartments.

Housing counseling and referral services for prospective tenants.

Information on available senior citizen housing.

Free listing service to owners and managers of low and moderate cost rental units.

FHA insured low and moderate income housing consists of many apartment complexes located throughout San Diego County, several thousand units in all. All units are in apartment complexes and are unfurnished except for stove and refrigerator. Most require one month's rent for a security deposit.

There are several FHA programs under which these apartments are insured and each program has different eligibility requirements. Income limits vary from $4900 to $13,650 depending upon the number in the family, whether the applicant is 62 or over, whether the applicant is handicapped, and other factors. In some cases a single person under 62 may be eligible.

Each apartment building is privately owned and managed, and an applicant must contact the individual managers to apply. However, the Housing Referral Office can assist a person in need of such housing to determine his eligibility for such housing and the availability of moderate and low income housing. The office is located in the lobby of the City Administration Building, 202 C Street, San Diego, 92101. Telephone 236-6227 between 8:00 a. m. and 5:00 p. m. Though the office is in downtown San Diego, the housing is located throughout the County, from San Ysidro to Oceanside to Fallbrook to Lakeside.

CURE

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The purpose of this newsletter is to provide a forum for the dissemination of information and the expression of opinions among those concerned with combating racism. CURE believes the opinions herein need to be expressed, although they may not represent official policy of CURE.

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NEW EMPLOYEE

Martha Vickers is CURE's new Executive Secretary. Dot Lloyd, who previously filled that position, left last spring to take a position with the San Diego Human Relations Commission. Additional volunteer efforts did not fill the gap she left, and the Board decided that a replacement must be hired. Martha was invited to accept the position and began work in September.

She has been involved in equal rights efforts for many years. In her own words, her "beliefs have been greatly influenced by Berea College, (from which she graduated), which has had as one of its primary goals for the past one hundred and eighteen years the providing of quality integrated education." She has been active in integrative efforts in Raleigh, North Carolina, Anne Arundel County, Maryland, and was a member of the Human Relations Commission in Chula Vista in 1970-71. She has been a member of CURE since 1968.

In addition Martha has been a teacher, school librarian, Girl Scout leader, and an active member of her church. She lives in Chula Vista with her husband, Tom, and three daughters.

Martha is in the CURE office on Monday, Tuesday, Wednesday and Friday from 9:30 a. m. to 1:30 p. m. She is ready to answer questions or to get answers, and to help in any other way she can. She is very capably filling the void we experienced when Dot left. We welcome her.

Educational Gains

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The Report of the United States Commission on Civil Rights, (Pettigrew Report, 1967) concluded that racial isolation (segregation) in the public schools is a reality: Black children suffer harm when their education takes place in public schools which are racially segregated, whatever the source of such segregation may be (Pettigrew, 1967).

The Chief, but seldom spoken, objections anti-integrationists have to mixed schools are: (1) They fear mixed schools will lead to mixed dating and sex and perhaps marriage (Gordon, 1964; Hernton, 1965). (2) They feel mixed schools will cause harm to Caucasians who they purport are "mentally superior to Blacks." (Silberman, 1970).

In order to be sure the schools are not integrated, some segregationists have supported expenditures for compensatory (segregated) inner-city schools. Other well-meaning citizens also favor better financed compensatory schools; but, the fact is, most of these inner-city schools have not succeeded in overcoming the educational deprivations prevalent among their students. Indeed the education picture gets dimmer for many inner-city children as they pass through these schools (Howard, Pettigrew, 1967). While some compensatory programs have succeeded in helping inner-city students (Actions, February, 1972), generally they have not succeeded in reversing the negative trend experienced by most inner-city students.

These facts have caused educators to seek other alternatives for educating inner-city children.

Some studies have reported metropolitan busing programs as the most effective means of securing an equal education for inner-city youth (Kerner, 1968; Harvard Report, 1965). The April 20, 1971 United States Supreme Court decision (Swann et al vs. Charlotte-Mecklenburg Board of Education et. al.) focused on the desegregation of southern school districts. This decision has helped to keep the matter of busing before the American public.

In September 1966, 267 Black, elementary school children were bused from the North end of Hartford to five surrounding suburban communities. Two years later, Project Concern was evaluated. The Hartford Area busing program was initially funded by federal, state, and private foundation money. Hartford's busing project differed from others in that there was a supportive team (consisting of a teacher and a non-professional teacher's aide) that accompanied each group of 25 city students being bused to a suburb.

Mahan's (1968) two-year report on the Hartford Project showed that the students in K-3 experienced a significantly greater tendency to show growth in mental ability scores than their inner-city counterparts. Also, the supportive assistance was found to be an effective component of the project. The Crane (1970) three-year report on the Hartford Project showed that the children had progressed in reading. The study showed Project Concern most effective in kindergarten and grade one. The Project Concern children performed better on tests than the inner-city children in Hartford. The Hoffman and Satz study (1970) found Project Concern successful.

The New Haven Project Concern began in September, 1968. The project is patterned after Hartford's Project Concern. Levy (1970) limited her study to the Cheshire component of New Haven's Project Concern. She found Project Concern to be an academically viable program. She found that the urban and suburban children interacted well. The Cheshire Project Concern children seemed to suffer no adverse academic effects from the bus ride. The Project Concern children maintained a positive self-image. The Project Concern children in Cheshire made their greatest gains in reading and language arts. They made less gains in mathematics. The Project Concern children scored significantly higher than the New Haven Control group on achievement tests. The Clinton study (1969) showed that the New Haven Project Concern children in second grade did significantly better than the control group.

Although metropolitan busing programs such as those in Boston, Rochester, White Plains, and New Haven have been successful, busing programs are multiplying slowly.

ANNUAL MEMBERSHIP FEES For Fiscal Year June 1, 1973 to May 31, 1974
(includes a newsletter subscription)

Student . . $2	Contribution . $25	Donation . $____
Individual . $5	Sustaining. . . $100	Subscription without membership . . . $2
Family . . . $8	Organization. $15	

NAME . . . . . PHONE . . . . . .

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CITY . . . . . ZIP . . . . . .

I am unable to send money now, but want to remain on the mailing list. ____
Sometimes CURE receives requests for use of its open mailing list from groups dealing with solutions to racial problems. Should your name be included on the ____ open list or ____ restricted list?

NCCJ BREAKFAST SERIES SCHEDULED

The National Conference of Christians and Jews is sponsoring its Third Annual Community Seminar Breakfast Series on the theme, "The Struggle for Survival and Its Rewards." Seminar topics are: The Crisis and Challenge Confronting Government; The Crisis and Challenge Confronting Law Enforcement; The Cause and Effect of the Environment Problem, (two seminars); and, The Crisis and Challenge Confronting Education. The series will be held in the Harbor Room of the Royal Inn at the Wharf at 7:30 a. m., Wednesday mornings, March 20, April 17, May 1 and May 15. The seminars will adjourn promptly at 9:00 a. m. The registration fee of $15 includes continental breakfast. For additional information and reservations call 232-6113.

Encanto Experiment

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The program, which began in the spring of 1973, is located at Encanto School which provides a broad spread of ethnic background including 25 percent Mexican-American, 28 percent Black, 43 percent Caucasian and the rest other non-whites. Jack Klein, Encanto principal, said, "We're all minorities at Encanto; it's been that way for a generation."

Encanto school boasts many innovative programs as a result of efforts by the local community, the school staff, and the school district. In addition to the regular program in kindergarten through grade 6, Encanto has a pre-kindergarten, gifted cluster classes in grades 3 through 6, a gifted seminar group and a team-teaching multi-graded kindergarten-grade 1 & 2. The school has classes for mentally retarded children and children with learning disabilities, English as-a-second-language program, and a reteaching of reading program.

Encanto School has part-time instructional aides for every classroom, a well stocked library and learning center with a full time learning center teacher, video tape recording facilities, a closed circuit TV system and TV receivers in all classrooms supervised by a full time instructional television resource teacher. The school boasts a math room and reading room with full time reading and math resource teachers who maintain a diagnostic profile on every child in the school.

The primary purpose of the Magnet School program at Encanto is to provide a quality education for children. It is felt that they will have a richer education conducted in a multi-racial setting than they would in an all-white or all-black setting.

Children are eligible to participate in the program if they are in grades one through six and live in the Serra Mesa, Allied Gardens, San Carlos, Del Cerro, Lake Murray or San Diego State areas. Transportation with adult supervision is provided.

Information about the Magnet School program may be obtained by contacting Gerald Lamb at Encanto School (264-3191).

AN INVITATION

You are cordially invited to the FIRST ANNUAL DINNER DANCE of the San Diego County Minority Employment Plan for the Construction Industry to inaugurate the SAN DIEGO HOMETOWN PLAN on Saturday, April 6, 1974 at Vacation Village New Assembly Hall, Vacation Isle, Mission Bay.

Contribution for Dinner - Dance $10 per person. Reservations in advance. Send to 3909 Centre St. Room 212, San Diego, Ca. 92104. Contribution for Dancing only $3 per person. Pay at the door.

No Host Cocktails	7:00pm
Dinner	8:00pm
Dancing	9:00pm

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