

Research questions benefits

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NEW BRUNSWICK -- Seventeen years after the desegregation of the Englewood public schools in 1963, a study at the Rutgers Graduate School of Education (GSE) has found that academic progress had declined rather than improved for those Black students who were bused out of their neighborhood for school integration purposes.

The study, however, found that both these and other Black pupils who were caught up in the two-year period of racial strife in that city over school desegregation -- a period marked by sit-ins, picketing and public rallies -- came through their experience with very positive attitudes toward race relations.

These are the findings of Dr. Leroy McCloud, a longtime Englewood school principal, a Black and a skeptic about busing, who conducted a study of the effects of the city's desegregation conflict on the academic achievement and attitudes of the Black students involved in the issue.

The study served as a basis for the principal's recently completed doctoral dissertation in education at the GSE's department of educational administration and supervision.

In the study, he reviews some of the many studies conducted of school desegregation in the nation, and concludes there is no apparent consensus on the advantages or disadvantages of school desegregation.

While noting "the difficulty of drawing definite conclusions as to the effect of desegregating schools," he adds that results of his own study -- affecting solely Englewood -- "should give some insight on desegregation" helpful to scholars of the subject.

McCloud's study focused on two elementary schools: Lincoln, where he was principal and which had a nearly all-Black enrollment when the schools were desegregated on Oct. 28, 1963, and Liberty, in which a majority of the children were Black.

In the desegregation process, children in grades one through six in Lincoln School were reassigned and bused out of their neighborhood to four other elementary schools, while most of the students in Liberty School remained where they were.

A key objective of the study, according to the dissertation, was "to determine whether school desegregation in Englewood was successful for the students who attended the Lincoln School, and how they felt the change had affected them."

In the study, McCloud drew comparisons between 130 third, fourth and fifth graders of Lincoln School, who had been transferred to other schools in the city, and about 90 pupils in the same grades who had remained in Liberty School at the time desegregation went into effect.

The comparisons covered the student's scholastic records from the second through ninth grades to determine their academic progress before and after Englewood's schools were desegregated.

McCloud's work entailed the collection of the student's IQ scores



Dr. Leroy McCloud and his wife examine press clippings on school desegregation.

for the three grades; their achievement test scores in reading, mathematics and language arts for grades two, three, five, seven and nine; their teacher's evaluations for the three subjects in the same grades; and the pupils' class attendance for the same grades.

He found the students' mean IQ scores were slightly above 100 in each of the grades he examined, noting, he said, "no significant differences" between the Lincoln and Liberty students.

The scores showed, he said, "that basically the Lincoln School students' potential for learning was equal to the learning potential of the Liberty School students."

Nevertheless, the educator's study found that from the time desegregation took place -- with few exceptions -- the former Lincoln School students scored lower in their basic achievement tests than their counterparts in Liberty School.

He cited as an example the mean achievement scores in mathematics for the third graders at the time of desegregation, noting that, when they had reached fifth grade, the scores for Lincoln students were eight months behind those of students in the same grade at Liberty.

The differences at other grade levels and in other subjects were less pronounced than this, and in a few cases the Lincoln students rated better than those from Liberty.

But as a general pattern, "there was a decline right along the way, up until after seventh grade," McCloud said, when test scores for the two groups of students "came together."

Turning to the reactions and attitudes of those he studied to the tumultuous desegregation they witnessed or actually participated in, he solicited their responses by mailed questionnaires and by personally interviewing many of them.

Asked how they felt school desegregation had affected them, 88 percent of the respondents said, "it had been good for them," the dissertation notes.

A small number of students from Lincoln and Liberty schools objected to desegregation, but the rest believed it was "a great experience" and "good for Englewood," the educator said.

They especially felt "they had gained socially, understood other people better, and as a result they were better equipped to go out into the world and work among all kinds of people," he added.

The dissertation also notes two opinions about desegregation that the greatest number of students said reflected their views: one suggesting that "desegregation is a step towards positive race relations" and the other noting "desegregation is a method for providing quality and equal education."

In an analysis of his findings that Lincoln students experienced a slower rate of academic progress following Englewood's desegregation of its public schools, McCloud said in his dissertation:

"The purpose for waging the fight to desegregate schools in Englewood was to give the students from Lincoln School a greater opportunity to get a better education...and a better preparation for college."

"The findings of this study indicate desegregating the schools did not accomplish its purpose."

The Black Lincoln students, the educator noted, should not only have made academic progress equal to the Black students in the Liberty School, but their achievement should have been greater.

Although there was not a significant difference in the progress of the two groups, he said, for these first students who had to cope directly with the start of desegregation "it is obvious that the Lincoln students did not gain as a result of the change."

Hospitals select chairman

"I'm looking forward to my year as chairman of Metropolitan Hospitals," said the newly elected Vern B. Pearson, who is vice president of U.S. Bancorp. "The multi-hospital system is a new and exciting opportunity to provide savings in the health care field."

Metropolitan Hospitals manages Emanuel, Physicians and Surgeons, Meridian Park and Gresham Community Hospitals as well as providing contract services to many other hospitals in the state.

Also elected to the board of directors was G. Alan Fisher, M.D., vice chairman; Betty Buell, homemaker, secretary; and John Warne, senior vice president of operations for Omark Industries, treasurer.

Appointed to the board were Myrl McKe, auto dealer, named a trustee from the board of directors of Physicians and Surgeons; Donald H. Markman, plumbing and heating contractor, named trustee from the Emanuel board of directors; Larry Walker, co-publisher of the Gresham Outlook, appointed trustee from the board of directors of Gresham Community Hospital. The new board took over March 1st.

Chairman Pearson succeeds C. Harold Weston, Jr., senior vice president of Marsh McLennan Insurance.

*We are a family in District 14
Let's join together and vote for*



Harold Williams
For
State Representative

Committee to elect Harold Williams
Marva Graham, Tres; 6124 NE 11th Avenue, Portland

OPEN LETTER

An appeal for Community Unity and Progress

For the past four years, the black community and its friends have fought to stop the discriminatory, inequitable desegregation program in the Portland Public Schools. We worked in the Coalition, we complained to HEW, and we took matters into our own hands by establishing the Black United Front. In August, we got the beginning of change. Now we must complete the next stage. As we do, we must remember that our power has come from our unity, and our unity has given us perspective.

Now, after months of deliberations, the community must come together as never before to maximize the gains. The goals are simple: We want neighborhood schools close to home and we want Eliot and Kennedy to be middle schools. We want space available at King and Humbolt so neighborhood children can attend. We want teaching staff added, and community involvement in staff selection. In addition, and justifiably, we want improved discipline, curriculum, staff training, and greatly expanded hiring of black staff. We want a powerful Office of Affirmative Action. In planning for our children, we want "racial balance" out and quality education in. Further, we want nationally recognized experts to consult with school staff and parents. We support the position of the Black United Front and the efforts of our board member, Herb Cawthorne, to navigate these goals through the system.

Our aims are just and righteous. We must stand together to achieve them. We are calling on everyone to join hands in an expression of unity. We ask that you attend the **Good Friday Breakfast**. Please come! Stand with your community! Togetherness for unity and progress!

THE GOOD FRIDAY BREAKFAST

New Hope Missionary Baptist Church
3725 N. Gantenbein
April 4th, 8:00 a.m.

GUEST OF HONOR:

MR. DERRICK BELL

Rev. John H. Jackson
Rev. A. Bernard Dewey, I
Bishop J.C. Foster
Rev. William L. Whitfield
Rev. Robert C. Hill
Rev. Eugene Boyd
Rev. L. Fisher Jones
Rev. Jack W. Kelly
Rev. John W. Harrison
Rev. Harold Bell
Rev. J. M. Martin
Rev. Samat Bell
Rev. Stuart McInnis Bell

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