



MEMBERS OF THE NONPAREILLE CHAPTER NO. 648, ORDER OF EASTERN STAR, Durham, celebrated their First Anniversary on Sunday, March 21, at the Russell Memorial CME Church. The Rev. L. H. Whelchel, pastor of the church, was the guest speaker. Standing from left to right, 1st row: Brothers Edwin Kelly, Worthy Patron, Floyd Leonard, Sisters Lessie Meadows, Hannah Smith, Ann Kelly, Worthy Matron, Lethia Johnson, Past Matron, Elfreda Woods, Lucy Alston, and Goldie Leonard. 2nd row: Brothers Montague Barnes, Charles Brown, Sisters Bessie Dawson, Lucy Burton, Hazel Lumpkin, and Helen Brown. 3rd row: Brother Elgin Johnson, Sisters Lou Cynthia Barnes, Marian Covington, Adelia Council, Hazel Chestnut, and Celestine McIver. 4th row: Brothers Linwood Wilson, Harold Chestnut, James Burton, and Joseph Haley.

WHITE FLIGHT AND SCHOOL INTEGRATION

ANN ARBOR — Does school integration in a city lead to massive "white flight?"

Not according to a study by University of Michigan demographer Reynolds Farley. Indeed, he says, cities which maintain segregated schools have lost white students at about the same rate as cities undergoing school integration.

Analyzing national data on school racial composition gathered by the U.S. Office of Civil Rights, Farley found that before the late 1960's, there were almost no large cities with integrated schools.

"However, the 1964 Civil Rights Act and a series of landmark Supreme Court decisions required southern districts to dismantle their traditional dual school systems," he relates. "By 1972, southern schools were more racially integrated than northern ones."

"In the north, school segregation has declined by a small margin in many cities and by a large degree only in cities such as San Francisco, Denver

and Pontiac, under court order."

To test the claim that white families leave public schools once they are integrated Farley examined every American city with at least a three-per-cent black student enrollment and a total population exceeding 100,000 in 1970. These 125 cities encompassed more than 60 per cent of the nation's black elementary school enrollment and 20 per cent of the white enrollment in 1972.

"In neither the 50 southern nor 75 northern cities did we find any significant link between school desegregation and white population change," Farley states. "Cities with unintegrated school systems, such as Detroit, Chicago, Baltimore and Cleveland, are losing white students as rapidly as San Francisco, Denver, and other undergoing integration."

"The white student population will continue to decline in many cities," Farley reports, "regardless of school segregation trends." The reasons are, he notes:

Falling birth rates—first graders this fall will be 20 per cent fewer than those who entered school a decade ago.

Population shifts—many large cities are losing both black and white residents. This trend began long before school integration became an issue or a reality.

"Federal courts continue to insist upon the integration of schools within specific districts. In many metropolises, almost all black students attend central city schools while almost all white students attend schools in the suburbs. In the Detroit area, for example, three-quarters of the suburban white students go to schools which enroll no black students."

In light of the public's strong opposition to busing as a means of achieving integration, Farley suggests that policy makers investigate other strategies for ending school segregation. His research at the U-M Population Studies Center points out that only a small

minority of whites actually oppose the racial integration of neighborhoods. Farley, associate director of the Center, is associate professor of sociology.

"Four years ago, the National Opinion Research Center reported that 84 per cent of a national sample said that it would make no difference to them if a black person with the same income and educational level as theirs moved onto their block," Farley notes. "In 1974, the same research group found only 28 per cent of those surveyed objected to their children attending a school with a 50 per cent black enrollment."

"The greater receptiveness of whites and improved economic potential of blacks now make a high degree of residential integration possible. Integrated neighborhoods," Farley believes, "Offer the best alternative to busing for achieving school integration and improved racial relations in general."