



Marriage vows were promised between Florence Jane Jones and James Bernard Baker June 29 at Shiloh Institutional Baptist Church with Rev. Tommy G. Davis officiating. The bride is the daughter of Allie Jones of Rush Ave. The groom is the son of Mr. and Mrs. Baker of Parkway Ave. The bride and groom met when she was in the ninth grade and he in the tenth. They became childhood sweethearts. Both graduated from Harding High School. The bride is employed at Young Drugs and the groom is employed at Stationers Dist. Co. A reception was held at the Rainbow and Soloman Lodge on Amay James St. The couple will honeymoon in Myrtle Beach, S.C.

### McGill-Turner Vows Exchanged

Cynthia Ann McGill and Laurence Edward Turner were joined in holy matrimony Saturday, June 29, at Henderson Grove Presbyterian Church USA.

The Rev. J. E. Maxwell officiated. The bride is the daughter of Mr. and Mrs. Benzell McGill of Wilmore Dr. She graduated from Myers Park High School. She is employed by Southern Bell Telephone Company.

The groom is the son of Mrs.

Alvina Turner and the late John Turner. He graduated from high school in Gaithersburg, Maryland. He is self-employed.

Bridesmaids included Sheila McGill and Vikki Stafford. The matron of honor was Brenda Evans. Groomsmen were Bennie McGill, Greg McGill and Jerome Dupree. Best man was Elsworth Turner, the groom's brother.

The couple will reside in Charlotte.

## School Ability Groups Promote Segregation?

**Special To The Post**  
Teachers who group their students according to ability might be practicing a subtle form of segregation while providing some students with an inferior education, according to a sociologist at the University of Notre Dame.

Dr. Maureen Hallinan, a white professor of sociology at the university, said that while ability grouping might benefit the brightest student in a classroom, it can also create an atmosphere that discourages interracial mixing and provides students in lower groups with inferior instruction.

Because in many schools the high achievers are predominantly white students and low achievers black, Hallinan said that ability grouping can defeat the purpose of desegregation plans.

Compiled in collaboration with Dr. Aage Sorensen, sociology chairman at Harvard University, the findings result from a two-year study in which Hallinan surveyed 1,478 fourth through seventh grade students in 48 different classrooms of 10 Northern California schools.

Originally intending to concentrate upon the development of children's friendships with their classmates, Hallinan said the schools' racial diversity led her to expand the focus. Her data, which attempts to determine if there are differences in the ways that black and white students choose their respective friends, can be useful in the implementation of school desegregation plans.

Her studies revealed that while both black and white children look for friends who share basic characteristics such as gender, age, race, socioeconomic background and achievement level, the organization of their classrooms can also have a great impact upon the friendship and learning processes.

Students who were grouped together, especially on the basis of ability, tended to choose their friends from within the group, Hallinan said. The grouping intensifies the effects of similarity and distinguishes one particularly important characteristic.

"Children tend not to choose friends who are lower achievers than themselves. Sometimes achievement is looked upon as more important than race," she pointed out.

Teachers who group their students according to ability, she explained, "are underscoring similarity in achievement by putting these children together at the same achievement level, but setting them apart for everyone else to see."

In effect, she added, the groupings can create a "partitioned" classroom by promoting friendliness among some students but constraining it among others. Considering that only a few black children are likely to be among the high achievers, the groupings can become a subtle form of segregation.

She also discovered that on an overall basis, black children are more willing to initiate interracial friendships than their white classmates. Black children apparently are attracted by what they perceive as social power associated with white students' higher achievement. Within an ability group, the situation changes.

White children aren't likely to initiate interracial friendships without the prodding of structured activities such as classroom groupings or extracurricular activities. Once the group is established, however, a white child is more likely to choose a black friend because of an emphasis upon their academic similarities and the opportunity to choose on the basis of individual personalities rather than basic characteristics.

Conversely, black children place See SCHOOL On Page 5A

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