



“Loving Houston Like Jesus Taught” by Dr. Ruth Lopez Turley

Dr. Ruth Lopez Turley spoke at Loving Houston’s Church-School Partnerships Leaders Luncheon on December 3, 2019. We recorded the majority of her talk but missed a significant portion in the middle. Here is the video we were able to capture: <http://lovinghouston.net/drturley>. Read notes from the portion we missed below.

For more information about future Loving Houston luncheons, please visit <http://lovinghouston.net/workshops>.

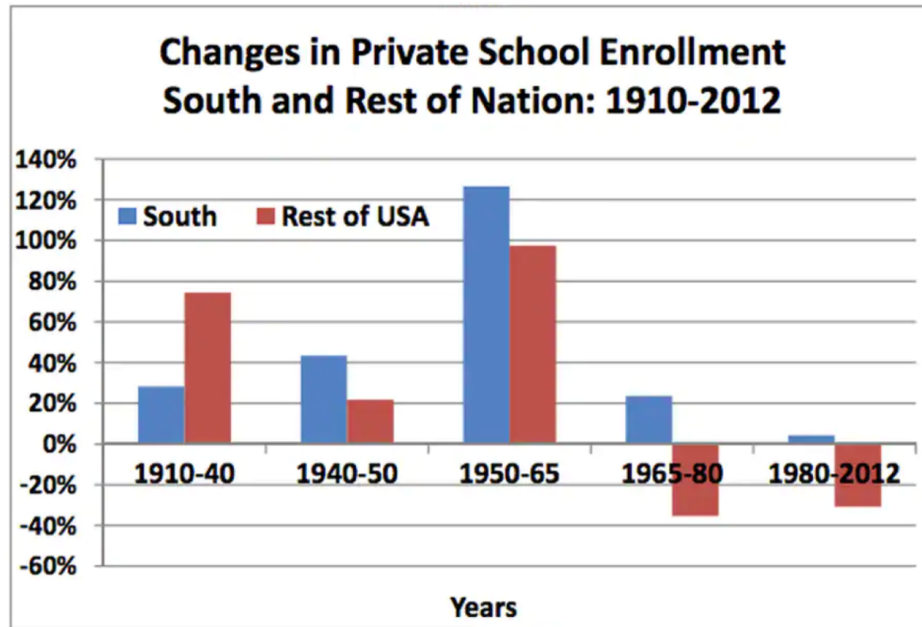
Introduction on The Good Samaritan, Luke 10:25-37:

According to Jesus, loving your neighbor means...

- *Interrupting your life*
- *In a costly manner*
- *For a complete stranger*

Jesus makes clear that love supersedes purity and cleanliness. Love involves taking a risk. We cannot love when we deliberately separate ourselves. Jesus points to one of our deepest struggles when it comes to love: We desire to avoid people in need. And worse, we use religion as an excuse. As the religious people of today, even as we provide assistance, this is still our struggle, especially when it comes to education.

Religious people have a track record of separation and using religion as an excuse.



Source: Southern Education Foundation

<https://www.southerneducation.org/publications/historyofprivateschools/>

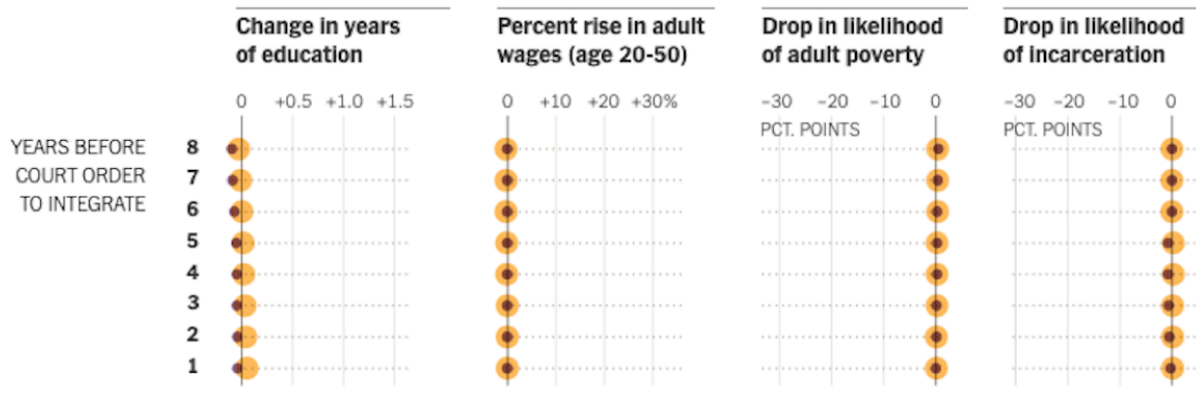
In 1954, the Supreme Court ruled that racial segregation in public schools was unconstitutional. In the years following this ruling, private school enrollment skyrocketed with a large majority of these schools being Christian. Enrollment had been increasing, but enrollment from 1950 to 1965 increased +120% in the South and 100% everywhere else. Christian schools claimed the importance of faith-based curriculum to protect purity, but the timing declares otherwise.

This is our version of avoiding people in need and using religion as an excuse, just like the priest and the Levite. This is an insult to Jesus' ministry.

Estimates of the effects of court-ordered desegregation on black and white students.

BEFORE COURT ORDER: In the 8 years prior, educational attainment and other indicators remain largely static.

● **AVG. BLACK STUDENT**
● **AVG. WHITE STUDENT**



Source: Rucker Johnson, UC Berkeley

<https://www.nytimes.com/2019/07/17/opinion/integration-politics.html>

This panel of graphs shows data from the 8 years prior to court-ordered desegregation. You'll notice that there were no significant changes in educational attainment, adult wages, adult poverty, or incarceration. (Note: These statistics were very different for white versus black students, but these numbers did not change significantly over time.)

As you'll see in the image below, following court-ordered desegregation, outcomes for black students in integrated schools were better than black students in segregated schools. Also, court-ordered desegregation didn't hurt white students, as many had feared. Integration worked, but religious people didn't give it a chance. Today, schools remain highly segregated at all levels (not just black-white segregation): between public and private schools, within public schools districts, and between public school districts.

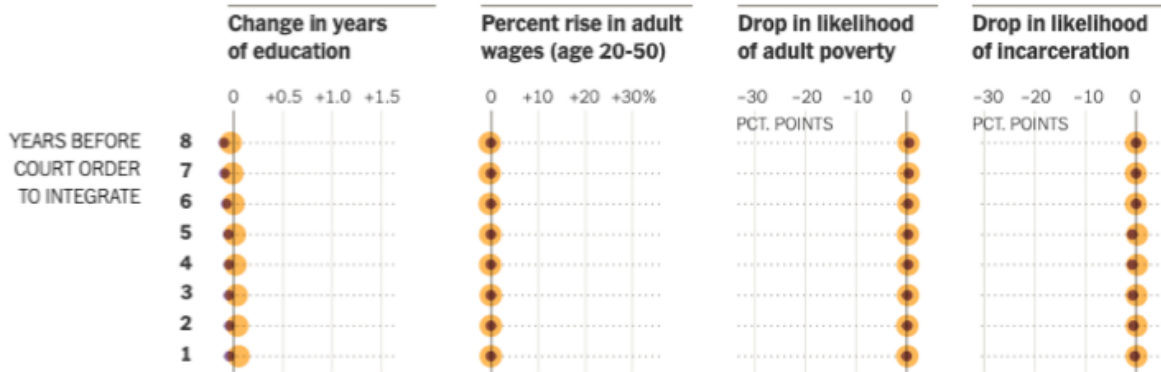
We are still crossing over to the other side, and we are still using religion as an excuse.

The Benefits of Integrated Schools

Estimates of the effects of court-ordered desegregation on black and white students.

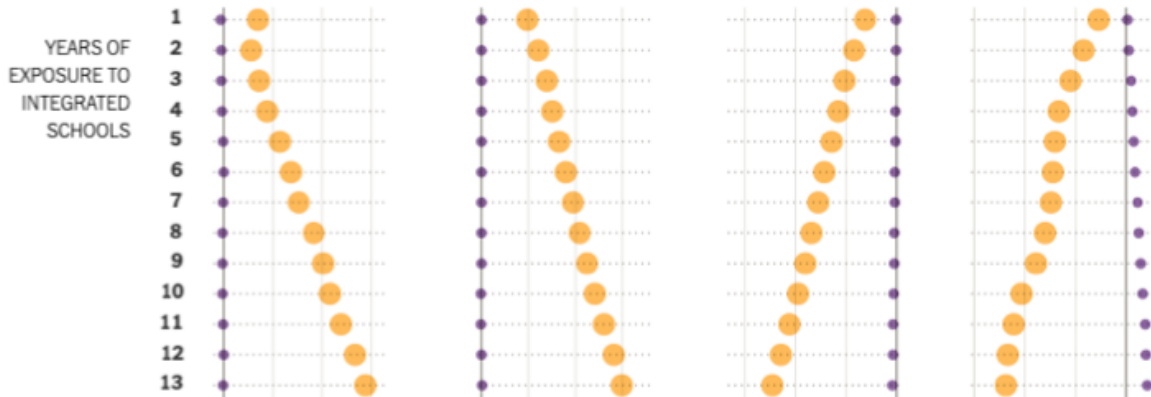
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ORDER TO INTEGRATE SCHOOL DISTRICT TAKES EFFECT

AFTER COURT ORDER: Black students who have just a portion of their schooling in integrated classrooms complete more years of education and have better economic futures, relative to students confined to segregated schools.



Black students schooled entirely in integrated schools maintain or improve upon these gains. This does not come at the expense of white students' status, which remains largely unchanged.

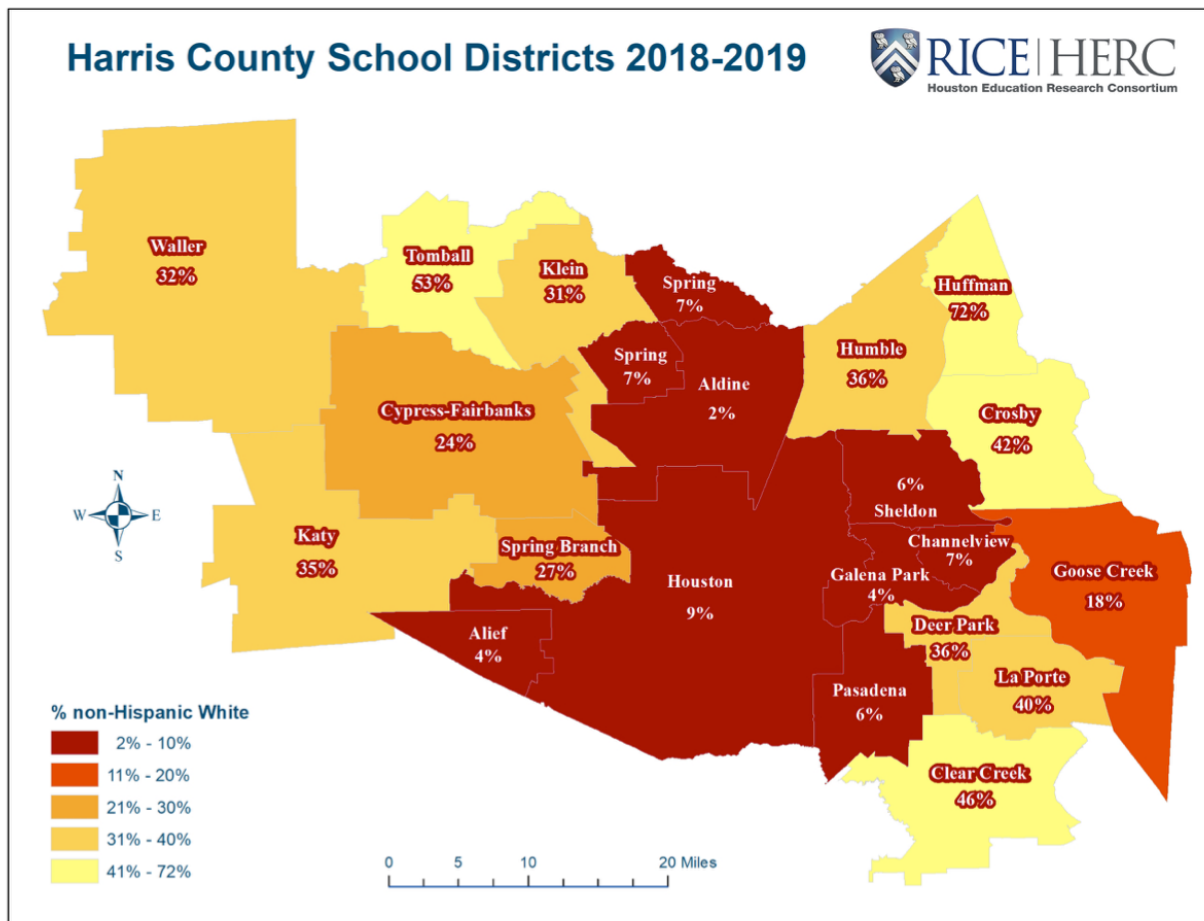


By Bill Marsh/The New York Times | Source: Rucker Johnson, University of California, Berkeley

Source: Rucker Johnson, UC Berkeley

<https://www.nytimes.com/2019/07/17/opinion/integration-politics.html>

Here is what we've created locally:



Source: Houston Education Research Consortium, Rice University

White students are under-represented in the center and over-represented in the periphery. We are literally crossing over to the other side, pulling resources, and leaving high concentrations of disadvantaged schools. The strongest predictor of achievement gaps is segregation. Sending resources is helpful, but needs will continue as long as we keep separating ourselves.

View the rest of the talk at <http://lovinghouston.net/drturley>