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CURE

CITIZENS UNITED FOR RACIAL EQUALITY

3386 30th STREET, SAN DIEGO, CALIFORNIA 92104

MARCH 1972
Vol. 5 Number 2

EDUCATION SPECIAL

In light of President Nixon's speech (3/16/72) calling for a moratorium on busing and for interference with the law of the land as determined by lawfully constituted courts, the Board of Directors of Citizens United for Racial Equality (CURE) feels compelled to make clear its position regarding busing and integration. We feel also the need to provide members and other interested citizens with a few of the facts that are related to the President's message.

CURE POSITION AND POLICY:

1. The members and directors of CURE have never voiced the opinion that busing is the best way to combat racism; however, CURE protests most vigorously against antibusing legislation, which, for whatever reasons, removes one viable method of integrating schools.
2. CURE maintains that the whole issue of busing should be de-fused; it is an emotional issue used by political opportunists.
3. CURE believes that while the main thrust of the schools should be toward quality education for all, the legal, moral, and ethical evolution of the courts and the legislation should be leading toward an integrated society in which people of diverse backgrounds can treat each other as brothers.

In summary, we support busing if it is the best way to integrate a given school system because we support integration, and we believe in integration because we believe in the brotherhood of man.

Racial Balance

NIXON: "I am opposed to busing for the purpose of achieving racial balance in our schools. (3/16/72)

Race Relations

NIXON: The President denounced busing as a device that 'poisons relations between the races and creates racism. (Presidential press conference 3/25/72)

CURE: Disagrees.

The Resource Management Corporation of Bethesda, Md. in a study conducted for the U.S. Office of Education, concluded that busing in 14 southern states did more to improve race relations than other programs, including teacher training. (S.D. Evening Tribune 3/17/72)

Rose Turner, parent and school bus driver in Jacksonville, Fla.: "At first I thought Askew (Governor of Florida) was wrong, and busing was wrong. But I have changed my mind. It was a bitter pill and it took me from September to February to see it. But now I believe it's needed because it's the only way we are going to understand each other. ...with these young ones, that's where it is. They are going to be the ones to see that all this animosity is washed away." (3/11/72 Christian Science Monitor)

Education

NIXON: "Racial integration in the classroom can be significant factor in improving the quality of education for the disadvantaged." (3/24/70) (Note the date)

Kerner Report, 1968: "When disadvantaged children are racially isolated in the schools, they are deprived of one of the more significant ingredients of quality education; exposure to other children with strong educational backgrounds. The Coleman Report and the Report of the Civil Rights Commission establish that the predominant socio-economic background of the students in a school exerts a powerful impact upon achievement. Further, the Coleman Report found that "if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his achievement is likely to increase."

Dr. Audrey Schwartz, Asst. Professor Education at USC: A survey of research on integration concludes that "the single most important educational resource that schools can offer their pupils is the other pupils in the school." ..."Studies on integration from Rochester, N.Y.; Hartford, Conn.; Evanston, Ill.; Pittsburgh, Penn.; Boston, Mass.; and Berkeley and Sacramento, Cal.; provide evidence for the salutary effects of school socio-economic and racial ethnic integration on the achievement, attitudes and life chances of minority pupils. (L.A. Times 3/13/72)

Remember the Kerner Report?

When CURE was founded in 1968 one of its main purposes was to implement the recommendations of the Report of the National Advisory Commission of Civil Disorder, better known as the Kerner Report.

On Education it said:

"We support integration as the priority education strategy; it is essential to the future of American society. ...It is indispensable that opportunities for interaction between the races be expanded..."

Courts and Busing

NIXON: "The reason action is so urgent is because of a number of recent decisions of the lower federal courts. Those courts have gone too far—in some cases beyond the requirements laid down by the Supreme Court—in ordering massive busing to achieve racial balance." (3/16/72)

Elliot Richardson, Secretary of HEW: When asked by the press on 3/17/72, said he knew of no examples where the courts had gone too far in ordering busing. (L.A. Times 3/18/72)

"It (busing for racial balance) is specifically prohibited by the 1964 Civil Rights Act, and in the unanimous Swann decision the Supreme Court said it would have rejected the Charlotte plan if it thought a racial balance was required. "the constitutional command to desegregate schools does not mean that every school in every community must always reflect the racial composition of the school system as a whole." (S.D. Union 3/26/72)

Compensatory Education

NIXON: "It is time for us to make a national commitment to see that the schools in the central cities be upgraded so that the children who go there will have just as good a chance to get quality education as do the children who go to schools in the suburbs." (3/16/72)

CURE: We support such efforts. However, few compensatory programs have worked. They are not working in San Diego. While such programs are being tried busing must also be tried.

(Continued on Page 3)

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CURE

Published monthly by Citizens United for Racial Equality, Inc., 3386 - 30th St., San Diego, California.

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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Financing

NIXON: "The act I propose would concentrate federal school aid funds on the areas of greatest educational need. This means directing over $2.5 billion in the next year mainly toward improving the education of children from poor families." (3/16/72)

CURE: This is not new money and it is not enough.

Dr. Wilson Riles: "I was disappointed because he was going to make the commitment to education by putting $2.5 billion into areas where there are poor children... that's what I heard the President say. Then the next day I found out that $2.5 billion is money that was already in the budget. We can't stand by and stand to let anyone talk about a "commitment" to education and have him talk about shifting around some money that is already in the budget." (S.D. Union 3/26/72)

President's Commission on School Financing last week estimated another $6 billion a year would be needed to equalize spending between rich and poor schools. (L.A. Times 3/18/72)

Elliot Richardson: "Agreed that no new funds were involved in the President's request but said legislation was needed to change the formulas under which it is spent..." (Presidential Press Conference 3/24/72 – L.A. Times 3/25/72)

NOTICE: CURE MEMBERS

Nomination of Cure Board Members – April 10 - 7:30 p.m., Rm. 1 - First Methodist Church in Mission Valley. If you would like to nominate someone, please come to this meeting.

* * * * *

"Rap on Race", Dr. Margaret Mead – April 3, UCSD, 7:30 p.m.
$3.00 Adult / $1.00 Students

Black Opposition?

NIXON: "The great majority of Americans, black and white, feel strongly that the busing of school children away from their own neighborhoods for the purpose of achieving racial balance is wrong."

Jack Ruffin, attorney for the black plaintiffs in an integration suit in Augusta, Georgia: Mr. Nixon's stand "brings us up to about 1896" when the Supreme Court upheld the system of segregation in its "separate but equal" ruling. (L.A. Times 3/18/72)

Roy Wilkins: A few hours before Mr. Nixon spoke, civil rights leader Roy Wilkins told a House judiciary subcommittee that Mr. Nixon is "leading the mob which is tearing at the concept of equal protection of the law." ... Negro Americans are "incredulous at his alignment with the supporters of racial segregation!" He said opponents of busing "are enemies posing, in this time of hysteria and stress, as friends of the America we love." (S.D. Union 3/17/72)

The congressional Black Caucus, the 13 Negro members of the House: "we strongly affirm our support of busing as one of the many ways to implement the constitutional requirement of equal opportunities in education."

Anti-Black?

NIXON: "One emotional under-current that has done much to make this so difficult as an issue is the feeling that some people have that to oppose busing is to be anti-black. This is dangerous nonsense." (3/16/72)

CURE: It may not necessarily be anti-black, but we think unrecognized racism is a major factor.

Samual C. Sheat, Member of Pasadena School Board: "The assertion that busing is widely unpopular is not borne out by the facts. If people really are against busing, why have they tolerated so many school busses in so many communities for so many years at such substantial cost? ...Actually, people are not opposed to busing, but to integration." (L.A. Times, 2/26/72)

Senator Jacob Javits: Noting that approximately 19 million school students are bussed each year for all purposes, he said "he found it difficult to understand the turmoil because only 1% to 2% are bussed for racial purposes." When Javits asked Elliot Richardson of HEW how the volume of busing today compared with busing in 1969—before racial busing became a national issue, the answer was that it has increased from 42% of those who attended schools in 1969 to 44% in 1971. (L.A. Times 3/25/72)

Courts

NIXON: "I am directing that the Justice Department intervene in selected cases where the lower courts have gone beyond the Supreme Court's requirements in ordering busing." (3/16/72)

CURE: Strange words from a man whose 1968 platform included such high sounding phrases as "working within the system" and "law and order."

Bad Means to a Good End?

NIXON: "The purpose of such busing is to help end segration. But experience in case after case has shown that busing is a bad means to a good end." (3/16/72)

CURE: Busing has worked in most cases, particularly when the community leaders have moved to make it work.

David Selden, President American Federation of Teachers: "There are signs that the panic may be subsiding. The kids, bless them did not buy the elders' bias.

American Teacher – Feb. 72

Rev. Theodore Hesburgh, President of Notre Dame and Chairman of the Civil Rights Comm.: "...desegregation involving busing can work given even half a chance; decent behavior on the part of our young people is not only possible but almost certain if their elders do not provide them with too many disgraceful examples to follow."

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COMPENSATORY EDUCATION – *Continued from Pg. 1*

Presidential Press Conference: Both Elliot Richardson and Mr. Nixon agreed that compensatory programs of the type the President is proposing for poorer schools frequently have not worked. ..."I am not sure that it will work but we have to do something in the field of compensatory education." the President said. (L.A. Times 3/24/72)

Dr. Thomas K. Glennan Jr., acting assistant OEO Director for Planning Research and Evaluation: Reporting on a massive experiment (financed by the OEO), the government said thousands of disadvantaged children who were failing in traditional classrooms performed no better when exposed to the teaching machines and educational psychology and other knowhow developed by profit-making educational firms. Big profits were at stake for the six firms involved because if one had succeeded, school boards throughout the country would have been clamoring for its services. He said that the new findings were consistent with the Coleman Report ... (L.A. Times 2/1/72)

Louise Dyer, San Diego School Board: "The schools (in Southeast San Diego) are as good (as those in the rest of the city); in fact in many ways the schools are better... There are more books and resources, additional teacher aides and teacher assistants at all grade levels plus additional teaching positions and service personnel. Many special programs are available... And because some children still aren't achieving as we hoped the Board of Education voted to submit ESEA Title III project applications...for 3 new programs...to improve the reading ability of 17,200 pupils in schools with low reading levels in Southeast San Diego (emphasis is ours) (Sentinel 3/22/72)

Rev. George W. Smith, San Diego School Board: "Six years of work and millions of dollars of federal money have failed to produce significant results in teaching poor children to read and do arithmetic, the Board of Education was told yesterday...'The report just pointed out what was expected,'...'The question is why hasn't pumping more money into the program brought about better results. In my travels and connections with the big cities (Smith is vice president of the Great Cities Council on school matters) I've learned that their failures are just as great as ours. The report showed that at the fifth grade level, students were an average of seven months behind in reading during the 1965-66 school year and were 23 months behind last year. ...In the report, the board was told that the school district has experimented on at least a pilot basis with seven of the eight major reading programs available on the market. None of these has indicated a potential to bring the majority of target children up to grade level." (S.D. Union 9/29/71)

"Most reports submitted to Washington from independent evaluators have shown little evidence of successful programs. One survey by the American Institute of Research in Palo Alto, showed that only 3.1% of the (compensatory) programs it surveyed met its criteria of success." (L.A. Times 3/18/72)

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____ 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?

Neighborhood Choice

NIXON: "Many have invested their life's savings in a home in a neighborhood they chose because it has good schools. They do not want their children bussed across a city to an inferior school just to meet some social planner's concept of what is considered to be the correct racial balance—or what is called "progressive" social policy." (3/16/72)

CURE: Many others have invested their life's savings in a home in a neighborhood which was not their first choice, but a choice which was forced upon them because of racially segregated housing patterns. These people certainly did not choose to live near inferior schools.

Extreme Social Planners?

NIXON: "I realize that my program will not satisfy the extreme social planners who insist on more busing even at the cost of better education." (3/16/72)

CURE: By "extreme social planner" does President Nixon mean his own appointee, Chief Justice Warren Burger? It was he who wrote the 1971 decision, Swann vs. Charlotte-Mecklenburg, which called for reasonable steps to desegregate and for "bus transportation as one tool".

Crisis in Black and White, Charles E. Silberman, 1964: "There is no point in teaching about the brotherhood of man, therefore unless the school system is organized to treat all men as brothers; a segregated school system is not likely to impart any strong convictions about racial equality."

Action

NIXON: "The key is action and action now. The Congress holds that key. If you agree with the goals I have described tonight—to stop more busing now and provide equality of education for all of our children—I urge you to let your congressman and senators know your views so that the Congress will act promptly to deal with this problem." (3/16/72)

CURE: We agree, with one major exception. Since this is a democracy, we believe he should have asked for opinions from all Americans, not just those who agree with him.

Our Goal

NIXON: "The way we handle this difficult issue is a supreme test of the character, the responsibility and the decency of the American People.

Let us handle it in a way we can be proud of—by uniting behind a program which will make it possible for all the children in this great and good country to receive a better education and thereby enjoy a better life." (3/16/72)

CURE: We agree.

Plan For Action:

1. If you have not already done so, write to your representatives in the Senate and Congress and object to President Nixon's antibusing plans. Urge your friends to do the same.
2. Raise the issue at meetings of your club, church, civic organization and college group. Help us defuse this highly charged issue. Remember you have justice on your side. There are good and reasonable people who can be persuaded with the facts.
3. Write letters to the editor challenging misinformation.
4. Urge local TV and radio stations to present programs which will present accurate information about this issue.
5. Arrange for a delegation to visit personally with legislators when they are in town.
6. Write to the presidential candidates with your opinions for an equal opportunity plank in the platform of your party.

Desegregation Plans Presented

At the March 7, 1972 school board meeting Dr. Tom McJunkins presented a paper, "Desegregation and Integration of Schools; A Status Report". The report summarized desegregation by the courts, information about school desegregation and community conflict, statistics concerning ethnic balance of the San Diego City Schools, alternative plans for desegregating schools, and descriptions of various activities which can encourage integration in the schools. There was favorable response from the board members and recommendations for action.

Dr. McJunkin's report will (to the best of our knowledge as we go to press) be discussed on **April 4 at the regular school board meeting starting at 2 p.m.**

Citizen participation will be needed to help the board take real action. Urge your group to make a statement asking the board to move courageously now. In view of the present national climate the board will need all the support we can muster!.

Ketchum Negroes

George Stevens

In the February 1972 issue of CURE an article appeared titled "Board of Education Perpetuates Segregation." The article relates to the use of busing as a means to integrate schools.

I feel it necessary to respond to this article because of the continued support of CURE for busing which is giving the impression that it is good for Black Children to be bussed across town to a White school in order that racial balance might be achieved.

Segregated schools are not caused by students nor teachers and especially not by Black students.

Segregated schools are caused by White parents who move out of neighborhoods when Blacks move in. Blacks have paid higher prices for homes in order to move into neighborhoods with Whites. A good example is in Valencia Park. In the 1950's Valencia Park was predominately and almost all White. Then a light-complexioned Negro, who was able to pass for White was sold a home (by mistake). Later when he brought his wife who could not pass for White, the move was on, by Whites.

At the same time, the school nearest the area was Lincoln High which reflected the population of Valencia Park and the residents east of 47th street; making Lincoln High School predominately White. Today, Valencia Park is predominately and almost all Black and so is Lincoln High School. When Blacks moved into Valencia Park, many paid twice, in some cases three times as much than Whites had originally paid to purchase the same homes many years previously. At the same time a new home in Skyline Hills, where Blacks could not qualify to live, was selling for half the amount.

Skyline Hills and Morris High has and is still going through the same transitions as Valencia Park and Lincoln High. For those who are new to the area and not familiar with this transition process; watch Crawford High because it will be the next all Black School.

It is hard for me to believe that there are Blacks who want their children to go to school to achieve integration. I hope their interest is to provide a good education for their children; and sitting beside a White Kid in a classroom is not necessary for a Black Child to learn. It is certainly wrong to ask a Black Child to balance a situation that a "Racist" White has unbalanced.

I hope that Black parents will give much thought to their children's education before they put him on a bus at 7:00 a.m. to ride across town to sit beside the White child who was living next door last year. However, if you do insist, I say "Go Ketchum Negroes", but please be advised that they will be missing out by not going to Gompers or Lincoln, because these two schools are providing beautiful educational opportunities for our children. If the schools are missing something, lets get behind the principals and faculty and get what is needed. Conditions for Blacks have been compared between the north and the south; you can say what you will or may but please check this out; Black children who attend southern schools at all levels are better educated by percentage than those here in California and it is not because they attend integrated schools.

There are eight Black millionaires in Atlanta, Georgia. There is no other comparison in any other city in the United States. I would like to contribute part of this economic success to Frederick Douglas, who said after the Emancipation Proclamation when Blacks began to move north; "Let us stay and make the south a better place to live." I say let us stay and make our schools a better institution for the education of our children.

This is a partial response to Mr. Stevens' letter. There is additional amplification of CURE's position in the article beginning on page 1.

CURE: We have frequently objected to legislation aimed at prohibiting busing, and we have, from time to time, suggested that busing of both black and white children might avoid crippling narrowness of segregation. We have never, to my knowledge, advocated busing as the solution, or even as a very good temporary solution.

The real problem is racism in housing. Perhaps integration of school children will lead to more tolerant attitudes toward integrated housing. Busing to integrate the schools has reversed the white flight in Sacramento.

Overwhelming evidence is that integration, when sensibly and sensitively accomplished with community support, does provide better education, not because of the presence of white kids but because of many complex factors. Cities such as Hartford, Berkeley, Sacramento, and Rochester, N.Y., are compiling statistics which show that integration has been far more effective in providing better education to racially and economically isolated students than all the billions of dollars of compensatory education funds.

I think it can be proved that integration has been successful in many areas of the country, not just the northern or southern or whatever. Incidentially, in the 25 largest school districts in the South, 67% of all black students attend schools which are at least partially integrated. Do you contend that it is the other 33% who are better educated than their counterparts in California?

I also checked out test scores for schools in San Diego, and found that students in schools with a majority of nonwhite students tend to score lower on achievement tests than students in schools with integrated or all white populations.

As much as CURE believes in the benefits of integrated schools, we are enthusiastic supporters of the idea that the real issue is education. We simply feel that a preponderance of evidence at present points to tremendous human benefits available through integration of schools.

Let's get together in the name of peace and equality.

Keith Robinson
President

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