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CURE

CITIZENS UNITED FOR RACIAL EQUALITY

3386 30th STREET, SAN DIEGO, CALIFORNIA 92104

JUNE 1972
Vol. 5 Number 3

School Crisis Worsens;

CURE CONFRONTS APATHY

By Keith Robinson

Can – or should – integration of schools help to achieve an integrated society? Can – or should – an integrated society bring about more brotherhood, more understanding, and less tension? Is integration of schools and/or the community a necessary step in the achievement of equal rights by whites? These are some of the crucial questions our community needs to answer; actually, they should have been answered years ago.

CURE has been attempting to clarify the questions and implement the answers since its founding; however, the past few months have seen CURE members more deeply involved in the attempt to integrate schools than ever before. In this attempt to review these actions and their results (or lack of results) we should probably start with a description of CURE's position and the reasons for that position.

Goals Set

The Board of Directors of CURE voted in August 1971 to direct the major thrust of the organization in 71-72 at two goals: a) the education of the white community regarding the causes and effects of white racism; and b) the integration of San Diego's schools. The first goal grew out of overwhelming evidence from such sources as the Kerner Report that racial problems in the United States are a product of white racism. Directors and members felt that an organization such as CURE might well spend time trying to remedy this problem by providing white areas of the community with informative programs such as multi-racial panels.

The second goal, that of integrating the schools, grew out of an equally large body of evidence to the effect that racial segregation in schools is harmful to the students. The U.S. Commission on Civil Rights, for example, found that

- Racial isolation in the public schools, whatever its origin, inflicts harm on Negro students.
- Racial isolation in the public schools is intense and is growing worse.
- Compensatory efforts to improve education for children within racially and socially isolated schools have not been markedly successful.
- School desegregation remedies have been devised which will improve the quality of education for all children.

Who Needs—Or Wants—Integration?

Are whites in favor of integrating the schools? This is difficult to assess in quantitative terms, but one fact is clear: those whites who fear integration are those who themselves were educated in segregated schools; hatred and fear grow out of ignorance and the failure of society to promote understanding.

Are black people, or brown, or red, or yellow, in favor of integrating the schools? This question is also difficult to answer. Many nonwhites have become so disgusted with Federal housing policies, civil service hiring policies, and the staggering reluctance of school boards to move toward integration that they have convinced themselves that integration isn't necessary; who needs the damn honkies anyway? The problem with this argument is that it is based on fatalism: we *can't* get the white power structure to accept us, so let's stop trying. Let's build better schools in the ghetto, staff them with competent teachers, and make it on our own. Wonderful, except for two irrefutable facts: millions of dollars of state and federal compensatory funds have been poured into racially isolated schools without any noticeable improvement in student achievement, and some faculties have been carefully hand-picked for their sensitivity to minority culture and values without much change in student attitudes.

As the U.S. Civil Rights Commission pointed out, the problem may be originally racial – the white socio-economic system discriminates against nonwhites, forcing them into poorer jobs and poorer housing, in turn forcing their children to attend school with nothing but other children of disadvantaged homes. But the real problem is that the child sees poverty and failure all around him, and no amount of black pride or chicano pride is going to convince him that there is an equal chance for him to be successful. By *whatever* criteria the educational system is judged – standardized test scores, socio-economic success of graduates, percentage completing college – the nonwhite community is losing and will continue to lose until social as well as racial barriers are removed.

Nixon and National Developments

On the national level, CURE opposed the Broomfield, Ashbrook, and Green amendments to the education bill, all of which were blatantly racist attempts to prevent integration. In these the goal was to convince the public that busing was a new, extreme, and un-American idea. The years of busing in order to *achieve* segregation, and the years of busing which had nothing to do with race, were conveniently forgotten. CURE wrote to all representatives of the San Diego area, to members of various Senate and House committees concerned with this bill, and to President Nixon.

When President Nixon took the astonishing step of proposing anti-busing legislation, CURE responded in several ways. First, we tried to enlist the support of other organizations, and in late March and April we convened meetings for representatives of these organizations. CURE attempted to motivate all interested citizens to protest the president's racist policies in the most vigorous manner. To this end, CURE wrote letters to all local, state, and federal legislators in an attempt to apprise them of the bigotry in Nixon's speech, and to convince them of the need for speaking out against such policies.

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CURE MEMBERSHIP MEETING

RACIAL ISOLATION IN SAN DIEGO SCHOOLS

Wednesday, June 7th – 8:00 p.m.

Trinity Methodist Church
3030 Thorn Street

Maps of the San Diego Unified School District's ethnic distribution (described in education article page 1) will be presented and explained for

CURE MEMBERS AND GUESTS
(no admission charge)

This is in lieu of the annual meeting which will be held in the fall.

Primary Election Candidates

All local and national candidates for the June 6th primary election were requested by CURE to answer the following question:

"What specific legislation would you work for to improve the racial situation in the area you serve?"

These are the replies received by press time.

PRESIDENT

JOHN M. ASHBROOK

"Looking to government to cure racial problems is a mistake, government action is ineffective if not harmful. For example, Milton Friedman, the great economist, has stated the minimum wage law 'is the most anti-negro law on our statute books – *in its effect,* not in its intent.'

Everytime the minimum wage is increased, unemployment among minority group teenagers also increases."

SHIRLEY CHISHOLM

Shirley Chisholm has denounced the denial of the National Labor Relations Act's benefits to agricultural workers, the attempt to impose the NLRB Act's restrictions against secondary boycotts on the agricultural workers' union.

She has observed that if this nation were truly integrated, there would be no busing question. Unfortunately, housing is as segregated along racial lines today as it was fifty years ago. If Blacks had equal employment opportunities, this pattern of segregated housing could be broken.

GEORGE S. McGOVERN

"Our current housing patterns require busing to achieve racial integration. But I would also offer legislation requiring that sites selected for newly constructed schools be located in equal proximity to predominantly black and white neighborhoods, so that children of both races could easily walk to the same school. . . .

Most minority group members are seriously discriminated against by the property tax. I would require the federal government to increase appreciably its 5% contribution to financing California's public schools, alleviating the regressive property tax.

Only the moral leadership of a committed President can eliminate racial inequity and racism."

RICHARD M. NIXON

DeVan L. Shumway, Director of Public Affairs Committee for the Re-election of the President said on behalf of President Nixon "President Nixon firmly believes that 'full opportunity and equal justice for all' are vital. From federal aid to education including black colleges; to job opportunities, such as the Philadelphia Plan, the Office of Minority Business Enterprise, the Small Business Administration and enforcement of equal opportunities; to welfare reform to improve service; to federal housing; and to helping each minority member find equality and opportunity in this great Nation."

STATE SENATOR 39th DISTRICT

Democratic

Stephen S. Gillis – no answer

Tom Leech

"Still one of the major blocks and keys to integration is housing. I would support more stringent legislation to insure that complete information about for-sale houses is clearly made available to anyone."

Republican

Jack Schrade

"I would like to be quoted as saying that I believe in equality for all citizens with no special privileges."

Virginia Taylor

"Because of our abnormally high rate of unemployment, I would offer legislation which would enable the cities to require companies establishing businesses in their areas to use the local labor force. This would provide jobs for existing residents."

40th CONGRESSIONAL DISTRICT

Democratic

Frank Caprio – no answer

Peace & Freedom

Fritjof P. Thygeson – no answer

Republican

Bob Wilson – no answer

41st CONGRESSIONAL DISTRICT

Democratic

Lionel Van Deerlin – no answer

Republican

D. Richard Kau – no answer

42nd CONGRESSIONAL DISTRICT

American Independent

Armin R. Moths – no answer

Democratic

Bob Lowe

"None. I would put the glare of publicity on an administration that does not enforce the 1954 Supreme Court decision and subsequent Civil Rights legislation. Circumventing the law by Administrative Fiat is inexcusable."

Joseph L. Tomchak

"The area comprising our new 42nd Congressional District has been represented for two decades by people completely out of step with the realities of today. An equitable reorganization of our tax structure, corruption in government, environmental control legislation, health protection, an evaluation of educational priorities, integrating the young and senior citizens into our society and an end to the Viet Nam War are some of the most important issues facing us today.

296-4488

printcraft

3386 30th Street San Diego California 92104

These can only be resolved by the 'citizen politician,' one who will speak for the people, not for vested interest."

Republican

Clair W. Burgener – no answer

Fred Gage – no answer

43rd CONGRESSIONAL DISTRICT

Democratic

Rebel Randall

"I prefer to think of all of us, though we may differ in Race, Color or Creed, to be essentially Americans First, and Citizens of the greatest Nation the World has ever seen. As Citizens, each of us has equal rights, and I will legislate to provide and protect those rights for every one of us even as God has given those rights to each of us."

Ernest Z. Robles – no answer

Republican

Victor V. Veysey – no answer

76th ASSEMBLY DISTRICT

Democratic

Bob Wilson – no answer

Carl G. Lutz – no answer

American Independent

David G. Hollaway – no answer

Republican

Ron D. Principe – no answer

Joseph L. Gimbrone – no answer

Ardys B. Heise – no answer

77th ASSEMBLY DISTRICT

Democratic

Wadie P. Deddeh – no answer

Margaret Castro – no answer

Republican

Oscar O. Candeo – no answer

Bob Green – no answer

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Office
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295-5800

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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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tie line

by Kenneth Goodall

The Anti-Busing Paper —Wayward and Wrong

Opponents of busing, who usually base their arguments more on emotion than on fact, suddenly found their position bolstered last summer with the publication of sociologist David J. Armor's article, "The Evidence on Busing," in *The Public Interest*, a journal of Governmental policy. Armor's seemingly authoritative review of several controlled studies of the effects of school desegregation in Northern cities concluded that "massive mandatory busing for purposes of improving student achievement and interracial harmony is not effective and should not be adopted at this time." Aides of President Nixon, a long-time opponent of busing but an infrequent user of social-science research, seemed especially happy in this election year to embrace Armor's conclusion. So did the President's daughter, Julie Nixon Eisenhower, who told a television audience that "I read Professor Armor's study and it's right."

She didn't read it carefully enough, for the studies cited by Armor provided little or no evidence on the effects of busing as such. They were, instead, studies of the effects of desegregation on black children who were enrolled in formerly all-white schools. Some of the children were bused and some weren't; but in no case was busing looked at as a separate variable. The studies did show that some schools had failed to take the necessary steps to maximize the children's opportunities. Unfortunately, Armor overlooked several studies of more successful desegregation programs. But even the ones he cited are not all that bleak—if one looks at them from a non-Armor perspective.

Social psychologist Thomas F. Pettigrew, a colleague of Armor's at Harvard, provides such a perspective. Pettigrew has a vested interest, of course, for he is one of those unnamed "social scientists" at whom busing opponents point as the instigators of the harebrained busing scheme. Pettigrew has written a detailed reply to Armor's article that is to be published in a future issue of *The Public Interest*. For *Psychology Today*, he provided this summary:

"The [Armor] article establishes unrealistically high standards by which to judge the success of the racial desegregation of schools. 'Busing' works only if it leads in one school year to increased achievement, aspirations, self-esteem, interracial tolerance, and life opportunities for black children. And 'busing' must meet these standards in *all* types of interracial schools; no mention or measurement is made of the distinction between merely desegregated and genuinely integrated schools.

"This 'integration-policy model,' as Armor labels it, is *not* what social scientists who specialize in race relations have been writing about over the past generation. Indeed, these criteria must surely represent the most rigid ever employed for the evaluation of a change program in the history of public education.

"To load the gun further, the anti-busing paper presents selected findings from selected studies as '*the* evidence on busing.' The bias here is twofold. First, the few studies mentioned constitute an incomplete list and are selectively negative in results. Unmentioned are at least seven controlled investigations from busing programs throughout the nation that meet Dr. Armor's methodological criteria for inclusion and report *positive* achievement results for black students. These seven studies are widely known, not obscure, investigations.

"Second, only cursory descriptions

place	grade level	Achievement Results for black children	for white children (if tested)
Goldsboro, N.C.	7-11	statistically significant gains in reading, closing black-white differential; gains in math scores do not close racial gap; gains greatest for initially high achievers	both reading and math gains; gains greatest for high achievers
Newark-Verona, N.J.	1-2	statistically significantly greater total achievement gains for desegregated in both grades	no negative effects (only difference favors the desegregated)
Rochester-West Irondequoit, N.Y.	K-2	statistically significantly greater verbal, reading and math achievement gains on 13 of 27 tests for desegregated	no negative effects (only differences favor the desegregated)
Buffalo, N.Y.	5-7	two and a half months greater achievement gain for desegregated	no negative effects
New York, N.Y.	4	statistically significantly greater math-achievement gains, and somewhat greater reading gains for desegregated	no negative effects
Philadelphia, Pa.	4-6	statistically significantly greater reading and somewhat greater math achievement gains for desegregated in fourth and fifth grades	
Sacramento, Calif.	2-6	statistically significantly greater gains on three of 10 tests and greater gains on six more for desegregated	

are provided of the few investigations that are reviewed. Mitigating circumstances surrounding black responses to desegregation are not discussed. For example, we are not told that educational services for the transported black pupils were actually *reduced* with the onset of desegregation in three of the cited cities. In addition, negative findings consistent with the paper's anti-busing thesis are emphasized, while positive findings from these same cities are either obscured or simply ignored. Newer studies from three of the cited cities showing more positive results are not discussed.

"Positive findings also are obscured by the utilization of an unduly severe standard. Black achievement gains must be statistically significantly greater than white gains for the paper to regard 'busing' as a success. But such a standard ignores the possibility that *both* racial groups can make meaningful educational advances in interracial schools. Indeed, this possibility actually occurs in three of the cities mentioned by Dr. Armor. Yet he does not inform us of this dual success of desegregation; rather, 'busing' is simply rated a failure because the black children did not far outgain the improving white children.

"The paper's anti-busing conclusions rest primarily, however, not on the incomplete review of the available evidence but on the findings from one short-term study conducted by Dr. Armor himself. This investigation focused on a voluntary busing program in metropolitan Boston called METCO. Yet this study is one of the weakest reported in the paper, for our reexamination of its data finds that it is rife with methodological defects. For example, administration of the tests of attitudes toward desegregation was different for the two groups. The METCO students took the tests at school while the 'control' students took them at home with their parents as proctors.

"From this assortment of 'evidence,' Dr. Armor concludes authoritatively that 'busing' fails on four out of five counts. It does not lead, he argues, to improved achievement, grades, aspirations, and racial attitudes for black children; yet, despite these failures, he admits that desegregated schools do seem somehow to lead more often to college enrollment for black students.

"Our detailed study of each of these conclusions finds that the picture is considerably more positive, as well as more complex, than that painted by Dr. Armor. For example, when specified school conditions are attained, competent research has repeatedly shown that desegregated, compared to segregated, schools improve the academic performance of black pupils.

"Other research has demonstrated that rigidly high and unrealistic aspirations actually deter learning; thus a slight lowering of such aspirations by school desegregation can lead to better achievement and should not be regarded as a failure of 'busing.' And 'militancy' and 'black consciousness and solidarity' are not negative characteristics, as the article asserts; their development in desegregated schools should be regarded as a further success, not a failure, of 'busing.' Moreover, the evidence that desegregated education sharply expands the life opportunities for black children is more extensive than indicated in the article. Consequently, Dr. Armor's sweeping policy decision against 'mandatory busing' is neither substantiated nor warranted. Apart from the impairments and incompleteness of the cited 'evidence,' the paper in a real sense was not about 'busing,' much less 'mandatory busing.' Three of the cities discussed, including the primary discussion of Boston, had *voluntary*, not 'mandatory,' 'busing.' 'Busing' was never cited as an independent variable, and many of the desegregation studies discussed involved some children who were not 'bused' to reach their interracial schools. Indeed, in Dr. Armor's own investigation of METCO, many of the METCO children were not 'bused,' while many of the controls were.

"Finally, objections must be raised to the basic assumptions about racial change that undergird the entire article. The racial desegregation of the public schools is regarded as largely a technical matter, a matter for social scientists more than courts to decide. The emphasis is placed solely on the adaptive abilities of black children rather than on their constitutional rights.

"The whole national context of individual and institutional racism is conveniently ignored, with interracial contact under any conditions assumed to be 'integration.' We are surprised that such assumptions still prevail in social science in 1972, and we trust that readers will not judge the potential usefulness of competent social research to public policy by this unfortunate example."

Madison Avenue Sells God as Social-Problem Solver

"GOD IS ALIVE (and working on Madison Avenue)," proclaims a brochure describing the Advertising Council's Religion in American Life campaign (RIAL). Using a "total marketing approach"—the product "has already been determined by Scripture"—and an estimated $27 million worth of free media time and space, RIAL takes the Word to the public. Which Word it takes has changed over the past 20 years to meet what the group's coordinators see as America's needs. Campaigns of the 1950s supported church attendance, those of the '60s urged Americans to aid the needy, but the theme of the latest campaign seems to be that social problems can be remedied only by turning to God.

"Why poverty in a land of plenty? Why loneliness in a world that would join hands? Why war when the impulse of the heart is to love?" asks William F. May, national chairman of RIAL and chairman of American Can Company. His questions echo most of RIAL's advertisements. "You've heard the easy answers—the pat

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CRISIS *(continued)*

Most of the legislators responded, and several indicated an interest in defeating the proposed moratorium on busing.

The President's action in calling for a moratorium on busing and in directing the Justice Department to intervene in cases where the lower courts had gone too far in ordering busing led to CURE's March edition of the newsletter, which was devoted almost entirely to exposing the terrible inconsistencies and strange logic of the President's speech. This edition of the newsletter, CURE hoped, provided interested citizens as well as legislators and members of the Board of Education with some relevant facts, including findings of the Kerner report and others. Perhaps – just perhaps – we helped other organizations make up their minds to take some action.

Racial/Economic Isolation in Local Schools

In February CURE was most concerned with the local scene, particularly the fact that the Board of Education had in January casually reported its intention to spend approximately $85,000 for planning for the replacement of four pre-Field act schools, all of which were racially imbalanced. Representatives of CURE received little in the way of explanation from the school board, in spite of an appearance before the board on January 11 and a letter to the board on January 12. Finally, a meeting with Dr. William Stegeman, Dr. Harold W. Culver, Ralph Stern and Bob Regan was held on February 23rd. This meeting had little value, except as a lesson in economics and the timidity of the school district's administrative staff. Money, of course, is always a major factor in any educational program, and acquiring new sites for the four schools would indeed involve more expenses; the question is one of relative values. Also, according to the officials at this meeting, some of the parents of the children who attend these schools want the schools rebuilt in the same location. This seems to be a thin excuse for perpetuating segregation.

In any case, such organizations as the National Association of Social Workers, the San Diego YWCA, the Ecumenical Conference, the League of Women Voters, and the Coalition of Urban Ministries sent letters and telegrams to legislators and appeared before the San Diego Board of Education to request that action be taken to integrate the schools. CURE has long felt that it is this kind of broad-based support, multiplied many times, which will eventually enable the board to take some sort of action toward integration of the schools.

CURE appeared before the Board of Education on April 25 to request that the "Proposal for Implementing Alternate Plans for Integration" issued by Superintendent Goodman and the "Emergency Plans K-12 Classroom Needs 1972-75" be coordinated so that any plans to replace pre-Field Act schools or to remove children from unsafe schools would not increase racial imbalance. Indeed, it seemed to CURE that the problems with earthquake danger should be used to *decrease* racial imbalance. At this appearance we also requested a mandatory human relations program for teachers; there is something unutterably sad about the fact that, in this era of tension, our school board has not seen fit to take the simple step of establishing a human relations program for either students or teachers.

Maps Show Imbalance

Members of CURE, particularly Mrs. Melba Margolis, worked for many days and nights on a project of assembling data about racial isolation in local schools, and illustrating the data in graphic and dramatic terms. This project was undertaken on the assumption that neither the public nor the school district had a complete picture of the enormity, trends, or subtleties of the problem of segregation in local schools.

On May 9, Mrs. Margolis appeared before the board to explain CURE's analysis of the present situation and possible consequences through the use of several expertly color-coded maps of the elementary, junior high, and high school boundaries. The tedious labor of constructing these highly effective maps – which show, for instance, that racial isolation has grown worse since 1966 – seemed to be justified; not because of any immediate action by the board, but because several local organizations, including the YWCA Southeast Mother's club, Ecumenical Conference, Contemporary Issues Group at First Methodist Church, Santee Methodist Church, Patrick Henry CAC, Pt. Loma High CAC, League of Women Voters, and the Thursday morning Methodist ministers' group have requested Mrs. Margolis to present her impressive evidence at their meetings.

Whether or not the board will move significantly to comply with the recently enacted Bagley bill – which, according to schools attorney Tom Shannon, leaves no room for evasion or half-hearted efforts – remains to be seen. CURE is committed to integration in housing, employment, and education; if we can do anything to help any public agencies achieve equality for all persons, we shall do so. The time for facing the problems of racism is long overdue.

ANNUAL MEMBERSHIP FEES for Fiscal Year June 1, 1972 to May 31, 1973
(includes a newsletter subscription)

Student.....$2	Contributing...$25	Donation...$_____
Individual..$5	Sustaining.....$100	Subscription without membership.....$2
Family.....$8	Organization...$15	

I WOULD LIKE TO SUPPORT CURE BY HELPING WITH:

....Membership	....Research projects	..... Fund raising
....Panel speaking	...Phoning	..... Education committee
....Newsletter	...Cookbook sales	..... Employment committee

....Other (please indicate your interests below.)

NAME. . . . . PHONE. . . . . .

STREET ADDRESS. . . . . .

CITY. . . . . .ZIP. . . . . .

____ 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?

CANDIDATES (continued)

78th ASSEMBLY DISTRICT

Democratic

Lawrence Kapiloff

"It is most difficult for me to give an answer in 50 words or less. However, my comments are as follows: 1) Bonus wages for qualified teachers in ghetto areas; 2) Constructive implementation of Supreme Court decisions for integrated education; 3) Amend housing, employment laws to provide for strong penalties, including expensive fines, for violators; 4) Special education opportunities for underprivileged people."

Republican

E. Richard Barnes – no answer

(Continued on Page 4)

WHERE THE ACTION IS . . .

1. Obtain copies of:

- **Integration/Desegregation of Schools Status Report**
- **Implementation plans for that report**
- **Emergency Plans K-12 Classroom Needs 1972-75**
- **Any subsequent reports issued after we have gone to press**

call 298-4681, Ext. 381.

2. Evaluate the reports and express your opinions to the Board of Education through letters and personal presentations.

3. Attend school board meetings and get acquainted with your school board members.

4. Urge existing groups such as CAC's, PTA's and churches to obtain and study the reports.

5. Form study/action groups to examine the reports and make your conclusions known to the Board of Education.

6. Urge the Board of Education to inform the community about the facts about integration. Only a well-informed community can make rational decisions.

7. If you live in school districts outside San Diego, find out what your district is planning for school integration.

8. Arrange a community meeting to have CURE show and explain the ethnic distribution maps.

9. Have a fund-raiser to acquire money to help us have the maps reduced in size and reproduced in quantities for distribution.

BUSING: FACTS AND FEARS

Misconceptions on school integration are discussed in a new and helpful publication "Your Child and Busing" GPO 930-509 by the U.S. Commission on Civil Rights. Write the Commission at Washington, D.C. 20425 to acquire your copy.

CANDIDATES *(continued)*

79th ASSEMBLY DISTRICT

Democratic

Peter R. Chacon – no answer

Clifton D. Blevins

"1) Complete Open Housing for family units, public accommodations and apartment buildings and stiff Criminal sanctions for realtors found guilty of depriving minorities of the right to open housing. 2) *Equal Job Opportunity* in government and private agencies and Criminal Sanctions for failure to comply. 3) Equal education opportunity on all levels 4) Strengthen minority business opportunity."

Sarah Persley

"I intend to legislate a measure that will create jobs to solve the problem of unemployment in the district, with $3 per hour as minimum wage . . . a measure that will provide low cost housing for low income families. . . . If everybody can afford to buy a house anywhere our neighborhoods will become integrated."

Republican

Ruth Green – no answer

80th ASSEMBLY DISTRICT

Democratic

Robert L. Garvin – no answer

Harold H. Polesetsky – no answer

Republican

John Stull – no answer

Michael G. Palcic – no answer

Roger F. Winchester

"Legislation, in approximately this many words, to the effect that violation of any constitutional right is unlawful."

COUNTY BOARD OF SUPERVISORS DISTRICT 1

Jack Walsh – no answer

Tina Callahan

"I would work politically for quality education – on all levels – for I feel that we are not receiving this. We are paying high taxes for education. . . . In San Diego County we have a large percentage of our population that are Spanish speaking. We must have a compulsory program that our teachers must be bilingual in predominantly Spanish speaking schools. The C.U.R.E. for everything is a slogan of CARE and JOBS."

Kile Morgan – no answer

John Nagy – no answer

William J. Zumwalt – no answer

COUNTY BOARD OF SUPERVISORS DISTRICT 2

Bill Brown – no answer

Dick Brown – no answer

Bill Clements – no answer

Bob Divine – no answer

Gene French – no answer

Jack Frost – no answer

Thomas F. Pat Kelly

"The most effective thing I can do, as a County Supervisor, is promote equal opportunity among the employees of the County. No person should be denied employment because of his race. I would continue to urge minority Americans to seek employment with the County. Racial quotas are NOT an answer."

Glenn D. Mitchel – no answer

Jerry L. Smith – no answer

George Stahlman

"I would work for any legislation that is needed."

Bill Sumner – no answer

Clifford Walker – no answer

BOARD OF SUPERVISORS 3rd DISTRICT

Harry Scheidle

"Two of the most vital programs that I have been active in during the past three years have been the establishment of a regional Human Relations Commission to deal directly with minority problems and the establishment of the Affirmative Action Program which will guarantee equal employment for all. These two programs must now be refined so that maximum benefit may be obtained."

Alan H. Brown – no answer

Lou Conde – no answer

Dorothea Edmiston

"I deplore the subtle ways used to thwart the intent of existing legislation with respect to equal employment. Maybe we need a systems approach to expose the county's hiring practices.

The Affirmative Action program should be extended to include women. The balanced community concept should be publicized in a way to educate and encourage wide acceptance."

Richard C. Prytherch – no answer

Dudley D. Williams – no answer

CURE

CITIZENS UNITED FOR RACIAL EQUALITY

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