[MS-0087.007.008.016]

Californians Against Unequal Schools & Education

SAN DIEGO CHAPTER
3386 30th Street
San Diego, CA 92104
295-5800 (9-12 noon M-F)

Vote NO on 21

=CAUSE is a state-wide action group organized to defeat Proposition 21. The campaign against this racist and regressive initiative is now being launched by a large group of organizations and individuals concerned about quality education and human rights. Among those which have already joined the fight on a state level are the California Federation of Teachers, the NAACP, the Community Relations Conference of Southern California, the American Civil Liberties Union, and the League of Women Voters. Locally the fight has been joined by the American Civil Liberties Union, the League of Women Voters, the San Diego Teachers Association, the San Diego Federation of Teachers, the San Diego Ecumenical Conference, Citizens United for Racial Equality, and the Assembly of the Executive Committee of the United Church of Christ, San Diego County. Also, in opposition to Proposition 21 are the San Diego and Los Angeles school boards.

PROPOSITION 21 which will be on the ballot in November has been widely advertised as "The Anti-Busing Initiative" or the "Neighborhood School Initiative", it's legal name is "The Student School Assignment Initiative." The difference is very significant. This initiative will prevent ANY means of achieving racial balance in schools and roll back such efforts enacted in the past.

The Attorney General of California has prepared the following title and summary of the chief purpose and points of the measure.

> "STUDENT SCHOOL ASSIGNMENT INITIATIVE. Adds section to Education Code providing: 'No public school student shall, because of his race, creed, or color, be assigned to or be required to attend a particular school.' Repeals section establishing policy that racial and ethnic imbalance in pupil enrollment in public schools shall be prevented and eliminated. Repeals section which (1) establishes factors for consideration in preventing or eliminating racial or ethnic imbalances in public schools; (2) requires school districts to report numbers and percentages of racial and ethnic groups in each school; and (3) requires districts to develop plans to remedy imbalance."

PROPOSITION 21 is racism in sweet-talk clothing. It pretends to be absolutely color-blind, but its consequences would be to freeze hundreds of thousands of minority children in the inferior segregated schools to which they are now assigned. It would repeal the Bagley Act which presently requires school districts to take note of racial imbalance and undertake to eliminate it from the schools. It would reverse

the California Supreme Court decision of 1971 that, although no pupil is to be bused without parental consent, assignment to schools is a necessary and proper school district function. It would even repeal the requirement that school districts make annual racial-ethnic surveys which indicate racial imbalances and segregation.

PROPOSITION 21 would prevent the changing of attendance boundaries, the construction of educational parks, and even voluntary transfer plans, when these had as their goal the promotion of better racial balance.

PROPOSITION 21, in all likelihood, is contrary to the fundamental law of the state and the nation and, when litigated, will be struck down as unconstitutional. That, happily, was the fate of the like-minded, like-spirited Proposition of eight years ago, the California realtors' Anti-Fair-Housing Amendment. In 1966, it was voided by the state Supreme Court and, in 1967, by the federal Supreme Court. Meanwhile old Proposition 14 struck an irreparable blow to race relations in California. The courts, even in striking it down, were not able to redress that damage.

PROPOSITION 21 MUST BE DEFEATED. For the sake of the hundreds of thousands of young Californians, present and future, who would be consigned to the crippling deprivation of inferior segregated schooling, =CAUSE urges you to join its cause now.

=CAUSE Headquarters - 9570 Pico Blvd. Los Angeles, CA 90035 (213) 278-4474

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The Wakefield Amendment is Unconstitutional

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If ever a piece of legislation were unconstitutional it is the Wakefield Amendment. It is rare indeed when, prior to passage, the highest court in a state has expressly held certain legislation to be unconstitutional, but that is the case with Wakefield.

In San Francisco Unified School District v. Johnson (1971) the California Supreme Court construed section 1009.5 of the Education Code. That section prohibited transportation of students without parental consent. The Court held section 1009.5 to be constitutional emphasizing that all the statute did was limit forced state-operated transportation. However, the Court explicitly stated that if the section has prohibited assignment of students to achieve racial balance then necessarily it would be unconstitutional; as the Court stated:

> " We hold that section 1009.5 does no more than prohibit a school district from compelling students, without parental consent, to use means of transportation furnished by the district; so construed, section 1009.5 violates no constitutional mandate. We do not believe the section should be interpreted to prohibit the board from assigning a student to a particular school without parental consent, even if such assignment would involve busing.
>
> We reach these conclusions by application of the principle that a statute which is reasonably susceptible to two constructions should be interpreted so as to render it constitutional. We shall point out that if the section 1009.5 were read to limit the school board's authority over pupil assignment it would impinge upon constitutional principle."

This position by the California Supreme Court has been consistent. In 1962 the Court decided Jackson v. Pasadena School District, holding that there is an affirmative constitutional duty on school districts to desegregate. In late 1971 the Supreme Court reaffirmed its belief in the constitutional mandate to desegregate. In Serrano v. Priest, the "school financing" case, the Court, in Dicta, stated that the De Facto-De Jure dichotomy was invalid in California and that all segregation, regardless of cause, must be rooted out.

Further, the United States Supreme Court made it crystal clear in the recent case of Swann v. Charlotte-Mecklenberg (1971) that, at least, De Jure segregation must be ended and ended immediately by all means available; Wakefield, to the extent that it would apply to such segregation, clearly contravenes Swann.

In sum, the Wakefield Amendment's prohibition against the assignment of students to achieve racial balance violates every California and United States Supreme Court holding on desegregation. It is a hoax on the people to tell them that they will be enacting enforceable legislation by voting for the Wakefield Amendment, Proposition 21 on the ballot.

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THE LEGISLATIVE BACKGROUND OF PROPOSITION 21

1. In the early sixties the state board of education and the legislature condemned segregated schooling. The board wrote into the State Education Code (a) requirements that textbooks give proper coverage to the roles and contributions by minorities, (b) that district boundary changes must not increase racial imbalance, (c) that every school district move positively to eliminate segregated schooling.

2. In 1966 the state board called on every school district to report annually its school-by-school racial and ethnic enrollments.

3. In 1969 the state board issued a formula for identifying schools out of balance racially.

4. In 1970, immediately after the court order to Los Angeles to integrate its schools, the state board expunged all its guidelines and directives for elimination of segregation.

5. On petition by the NAACP, the state superior court in Sacramento ordered the state board to reinstate all these guidelines and directives.

6. In 1970 the legislature enacted the Wakefield anti-busing bill.

7. In 1971 the state Supreme Court upheld that part of the Wakefield Act which forbade busing without parental consent. It equally upheld the right and duty of school districts to assign pupils to schools that would be integrated and to offer transportation.

8. In 1972 the legislature approved the Bagley Act which put into state law the guidelines and directives which the state board of education had promulgated and then repealed. Henceforth, only the legislature or the people could repeal these requirements.

9. In 1971 and 1972 Wakefield tried but failed to persuade the legislature to vote a repeal of the Bagley Act or to vote a prohibition of pupil assignments which would help eliminate segregated schooling.

10. The Student School Assignment Initiative, Proposition 21, is Wakefield's effort to prohibit gathering of information about racial imbalance and planning of programs to eliminate segregated schooling. Proposition 21, if enacted, will prohibit any conflicting legislation by the state board or the legislature and any repeal short of another vote by the people.

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What Is Wrong with the Segregated School

1. Segregation of children in schools violates their constitutional rights. As the Supreme Court said in 1954, "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity to an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all children on equal terms." Racially segregated schools violate the Fourteenth Amendment of the United States Constitution.

2. For the minority child, a segregated school provides an inferior educational opportunity. Usually segregated schools for minority children are inferior in plant, curriculum, staffing and resources. Even when they are not, even when money is poured into them for "compensatory programs," they are still inferior because the separateness was the prime cause of the less-than-equal opportunity provided in them. There can be no "separate but equal."

3. Segregated schools offer poor training for citizenship in a democracy since they are symbols of discrimination and a mockery of our democratic ideals. Democratic attitudes cannot be effectively taught in an undemocratic setting, and a school which isolates children because of their race and stamps them with a mark of inferiority is concretely undemocratic and in conflict with our traditional values.

4. Segregation causes untold psychic and spiritual harm to both majority and minority children. For the minority child, segregation perpetuates feelings of inferiority and leads to a sense of rejection and humiliation. At the same time it perpetuates unrealistic feelings of superiority in white children. Segregated schools, like other discriminatory institutions, debases and distorts human beings and blocks from full expression the creativity and constructiveness that is within them.

5. Racial discrimination perpetuated in segregated schools produces and nourishes resentment, suspicion, mistrust and hatred. It generates social tensions and conflicts that tear at the social fabric and disturb domestic peace and tranquillity.

6. Segregated schools provide limited experience, develop unrealistic attitudes and offer both the minority and the majority child inadequate preparation for living in a multi-racial community, city, nation and world.

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Why School Integration Is Necessary

1. The law of the land requires it. The California State Education Code and particularly the Bagley Act require school districts to take action to integrate. The California Supreme Court in Jackson v. Pasadena (1963) and Johnson v. San Francisco (1971) has affirmed this duty. The Supreme Court of the United States in 1954 and repeatedly since then sees the segregated school as violative of rights guaranteed by the Fourteenth Amendment.

2. Logic and testing indicate that integration improves achievement in learning. Pupils learn more in schools with enrollments that are a cross section of the community. In America today a high percentage of minority children are among the economically disadvantaged. Only in integrated schools can they have equal opportunity to learn. *

3. Common sense and the sociologists tell us that schools which are multi-racial offer better preparation for life and for constructive participation in American society. Our city, state, and nation are multi-racial.

4. Integrated schooling spares children the damage and harm that comes from racial isolation. For minority children, segregation in schools is a symbol of discrimination and prejudice and it causes hurt and humiliation. As the Supreme Court said in 1954, "to separate them from others of similar age and qualifications solely because of their race generages a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." It is intolerable that we should allow any agency of government to inflict such harm and suffering on any Americans, and especially on children.

* In a letter dated August 7, 1972, former Supt. Ralph W. Hornbeck reported on the gains in Pasadena's integrated schools. Excerpts follow:

We feel we have produced significant academic results as reflected in our achievement test scores, following the second year of complete desegregation in Pasadena schools.

Our district has witnessed the same phenomena that have been common to many urban school districts, that as the percentage of "mobile students," those that constantly move from school to school, has increased, the average of achievement test scores in our school district has declined. This declining trend has occurred over seven consecutive years.

Last year, after the first year of desegregation, we slowed the rate of decline for the first time in years. In the recent achievment testing (May, 1972) we have recorded the first consistent increase in achievement test scores for the past eight years--increases of averaging 8 1/2 percentile points for the first, second, and third grades in both reading and mathematics.

I believe that this reversal of the achievement test downtrend is unusual, and is due in large measure to the Pasadena Plan for sound education in an integrated setting. As you know, this plan has provided not only for desegregation, which has given us the possibility of producing better educational outcome, but has also included changes in our educational program.

Vote NO on 21

With Liberty and Justice for ALL!

yes!

I do want to improve the education of the California children of all races who are presently consigned to segregated schools.

I do believe that respect for law and basic constitutional rights must be preserved.

☐ I will distribute literature (____ pieces)

☐ I will schedule a speaker for my group.

_____
(who when where)

☐ I will work with the CAUSE group.
(lick stamps, telephone, address envelopes)

☐ I can't give you anything but MONEY!
(check made out to CAUSE for $____ enclosed.)

Name _____
Address _____
Telephone _____
Group _____

CAUSE 3386 30th st., San Diego, Ca., 92104
Tel: 295-5800 or 277-0983

To opponents of Proposition 21

A. Coordinators of local committees or contacts in local areas
B. Representatives in organizations or agencies
C. Sponsors, aides & volunteers
D. CAUSE Advisory Committee members

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Vote NO on 21

Co-Chairpersons:
Hon. William T. Bagley
Hon. Yvonne W. Brathwaite
Dr. Ralph W. Hornbeck

Campaign Director:
Joyce S. Fiske

Dear Friend:

I am writing to bring you up-to-date on what has been done, what needs to be done, and to thank you for whatever help you have given and will give in the campaign to defeat Proposition 21.

We are operating on very limited financial and human resources, with a budget of around $10,000 and a small staff, composed almost entirely of volunteers. Nevertheless, we have succeeded in organizing a statewide drive, the campaign is gaining momentum, and the support of a wide variety of groups has been secured.

WHAT HAS BEEN DONE: 1. 1200 press releases, with supplementary material such as a feature story or fact sheet or sponsor list, go out each week to daily and weekly newspapers, tv and radio stations. 2. 200 media kits have been sent to editorial directors on major papers and other media. 3. Dozens of speaking engagements have been filled, including those on radio and tv programs. 4. Commitments have been secured for statements from Sen. Cranston, Father Theodore Hesburgh of the U.S. Civil Rights Commission, etc. 5. Press conference has been held and an editorial board conference with L.A. Times. (If stories or editorials appear in your area, please send us copies.) 6. Thousands of letters have gone out explaining the issues and asking for participation and help, and very broad support has been achieved, both on an organizational and individual basis. 7. Hundreds of organizers' kits with detailed instructions for campaigning, as well as speakers' and media kits have been distributed. 8. Letters have been mailed to college librarians and chairmen of college and high school government departments making kits available. 9. Flyers have been prepared in English and are being readied in Spanish. Oversize postcards will be ready in a few days. (See tearoff slip below.) 10. Local committees have been set up in many areas--San Diego, San Francisco, etc.--special interest committees such as lawyers and churchmen are off the ground, lobbying has been carried out in order to get support from major groups, and liaison has been established with many candidates and public officials.

WHAT NEEDS TO BE DONE: I'm sure I don't have to remind you that there is only about a month left before November 7 and there is much that can be done in that time. As an individual, there are several specific things which you can do.

1. Distribute flyers at your work, school, club, etc. Send postcards to friends.

2. Call 10 people on behalf of No on 21, and ask each of them to call 10 others, to distribute flyers, and to make a contribution. We desperately need moneyand even small amounts can help a lot--every $10 buys 1000 flyers.

3. Write a letter to your local paper, or get someone else to do so, telling people why they should vote No on 21, or get a story in the newsletter of bulletin of any club or association to which you belong.

4. Find out who is involved in a CAUSE group in your area, and call them to volunteer time in or out of the CAUSE center.

As a representative in an organization on record against 21 and/or a member of a local committee, you should focus in these last weeks on spreading the word as widely as possible, in person, through mail, phone, slate cards, newsletters and tabloids, and through extensive distribution of flyers.

1. If there is no unified effort against Proposition 21 in your community, it is still not too late to get one started with the help of two or three interested people. It is not enough to stick to the comfortable groove of activity within our own group. Reach out over the barriers and walls that separate people and make contact with all potential allies throughout the community. Every single source of support should be tapped within the next two weeks.

2. Start with local affiliates of statewide groups which have gone on record against 21 (such as the NAACP, the ACLU, the California Labor Federation, the American Association of University Women, the League of Women Voters, the PTA, the California Federation of Teachers, the California Teachers Association, etc.). Get in touch, mainly by phone, with other groups, organizations, and agencies, to request their participation in the campaign (official sponsorship, if possible) and to see what they will do to carry the word to their own memberships and constituencies: distribute flyers, arrange for speakers, distribute cards, raise some needed money quickly, publicize issues and recommend a no on 21 vote through newsletters, announcements, special mailings, and special events such as forums, town halls, Sunday sermons against racism, etc.

(The following list of potential allies is partial--you will be able to think of others: labor, Y's, churches and synagogues, Jewish centers and agencies, colleges, schools and youth groups, teachers, civil rights and civil liberties associations, black, Chicano and poor people's groups, lawyers, psychologists, social workers, educational groups, school-support clubs, some political clubs and even some service and women's clubs.

3. Sponsors and supporters: Secure additional organizational and individual sponsors and send information immediately to CAUSE office in L.A. Indicate whether or not the individual or group has given permission to have name used as a sponsor or if he (or it) has merely gone on record against Proposition 21. Be sure to provide mailing address. We will be getting out a final list of opponents of 21 from this office and we want to have it as broad and comprehensive as possible with all sections of the state represented.

4. Literature: To assure the widest possible distribution of the flyers, ask each group contacted to order them in whatever quantity can be used, either directly from CAUSE in L.A. or from your local committee. Encourage groups to use them for mailings. Keep a calendar of large meetings where literature would probably reach friendly people, check with teachers to see if flyers can be put in mailboxes at school, pick out heavily trafficed markets and stores in friendly areas, etc. Be sure to touch base with every local candidate who is now or who may become an opponent of 21 to find out if they will have flyers carried out of their headquarters, if they will include a No on 21 recommendation on slate cards. Be sure to be in touch with the McGovern campaign chairman in the regional headquarters, some of whom have been cooperative about having our literature in offices and others of whom have been cool, since McGovern has made no statement about 21.

5. Publicity and p/r: Try to get an informative story in the local newspaper by making contact with the editor or education writer. (Offer to provide a kit if he doesn't have one.) Send in press releases if possible for the next three weeks (see sample press release on pink sheets) to announce sponsorship of local organizations, formation of local committees, to publicize statement of local leader. Contact radio and tv stations, urging them to feature information about Proposition 21 and offering to provide whatever material or speakers they need. Try to cover every medium of publicity or communication, including college newspapers, union papers, PTA bulletins (the California PTA has voted to oppose 21).

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Recommendations for Campaigning Against Proposition 21

A statewide campaign with headquarters in Los Angeles is now being organized under the name of Californians Against Unequal Schools & Education (CAUSE) to fight the Student School Assignment Initiative, sponsored by Assemblyman Floyd Wakefield. This initiative, Proposition 21 on the November ballot, would prohibit the assignment of students on the basis of race, creed or color and thus would knock out all known methods of desegregation. A number of organizations have helped to launch the campaign against Proposition 21 and the support of a wide variety of others is being sought. With only a small amount of time and money available, it is important to generate intense and dedicated effort among volunteers in as many areas of the state as possible. Following is a list of suggestions for starting a local committee and for carrying on work that is both adapted to a local area and tied in to the state-wide effort.

Dear Local Organizer:

I am pleased that you are going to be participating in the campaign against Proposition 21. There is a lot to be accomplished in a short time, and we are counting on you to see that the job is done.

If you have ever been involved in a campaign, you know it's very easy to get bogged down 1) in endless discussions about philosophy and strategy, and 2) in internal conflicts because of personal or political differences. We must avoid these traps at all costs and exercise our leadership to focus on working together effectively in order to defeat Proposition 21.

Bear in mind that very few people know anything about this initiative. The first and major job is by every available means to get through to our natural constituencies--fair housing, civil liberties, civil rights, pro-integration groups and the like. However, we must reach out beyond our traditional allies not only to educate people about the real issues but also to get votes--votes which potentially are ours from relatively conservative voters if we emphasize points that are persuasive to them.

The author of the bill establishing guidelines for dealing with racial imbalance is Assemblyman William Bagley(R) from San Rafael, a bill (A.B. 724) signed into law by Governor Reagan who supported it in part because he was convinced it did not mandate massive busing but rather avoided it. This is the bill that the Wakefield so-called "anti-busing" Initiative would repeal.

We must emphasize, especially to fairly conservative voters or to those who do not have a commitment to integration, that Proposition 21 is not an anti-busing initiative:

#3.

1) busing is really a phoney issue. With 40% of the schoolchildren in the nation riding school buses, and another 25% using public transportation, with busing having been used for years to maintain segregation and with less than 3% used now for desegregation purposes, "busing" is a smokescreen and an appeal to fears and anxieties.
2) Assemblyman Bagley and many of his supporters view the Bagley bill, which Proposition 21 would repeal, as a way of avoiding court-ordered busing by encouraging local districts, using many other methods, to make some progress in alleviating segregation.

3) Proposition 21 goes far beyond the prohibition of "busing." By forbidding the assignment of students on the basis of race, the very basis on which they were segregated, it would make any and all desegregation impossible.

It is also important to point out that the Wakefield Initiative is inflexible, sets up a straightjacket for local districts, and reduces the power of local boards of education to carry out their duties. While Proposition 21 would destroy local desegregation and educational programs that are successful and adapted to local conditions, those who oppose Proposition 21 want to maintain flexibility so that local needs can determine the kind of educational program that is adopted by a community.

There is a great deal of information in this kit for organizers at the local level that will be helpful to you in the campaign. We are also providing you with kits for media and for speakers. Let us know if you can use more kits.

Your organizational effort should begin immediately. Here is an outline of what you can do:

1. The first step is to call, or to get someone else to call, a first meeting of concerned individuals and representatives from as many sympathetic groups as you can reach on short notice--use the phone, not mail, for issuing the first invitation. Be sure to contact local chapters of statewide groups that have already joined the coalition effort against Proposition 21, such as the League of Women Voters, the California Federation of Labor, the NAACP, etc. The LA office of CAUSE will help where it can with names of groups in your area. Start with whomever you can get together in a hurry. Make the meeting as representative as possible of different age groups, ethnic groups, conservative and liberal elements--but don't wait until you have a perfectly balanced group. You can always expand once you get things underway.

2. At the first meeting, give out copies of the initiative and the arguments against it. Explain the reasons you have convened the group, describe the statewide campaign that is underway and the efforts that have thus far been made. Make sure you introduce each person (and the group, if any, that he or she represents) and encourage each person to contribute his ideas about how he views the campaign ahead and what he thinks his group or association might be able to contribute.

3. Out of this meeting should come a chairperson for the area, chosen by the group in attendance, and volunteers to fill several of the necessary positions. If the positions are not filled before the meeting is over, see if those present will make a commitment to find interested and willing persons to take over some of the jobs. Those who agree to take on some responsibility should form the steering committee which should probably meet at least once a week, since less than two months are left for the campaign. All those present at the first meeting should be informed of the regular meetings of the steering committee, and a conscious effort should be made to expand the committee by recruiting individuals from those groups under-represented at the first meeting.

4. You will probably find it helpful to have someone in charge of each of the following:

a. <u>lists of potential supportive organizations and individual leaders.</u>

Get key groups to help out by providing the names and addresses of friendly organizations, such as fair housing, civil libertarian and civil rights groups, professional organizations such as social workers and lawyers, faculty and student associations, poor people's and women's groups, etc. Supplement this with names and addresses of well-known people from different segments of the community and from different walks of life. The easiest way to get the lists together is to write the information or cut and paste the lists on 3 x 5 file cards, one set for organizations, and one set for individuals names on a different color card. Don't forget to include in your list church alliances, rabbinical associations, interfaith councils and the like.

b. contact with the organizations and individuals on your master lists. Where the communities are very small or where the time is very late, this contact may have to be made only by phone. It is better, however, to get out a mailing and to follow up by phone where necessary. In either case, the essential task is to inform the person contacted (and through him his group) about the campaign and to elicit his and his group's participation in one or more ways.

Try to generate some self-led activity among special interest groups. A well-known lawyer in your community may, if asked, take responsibility for getting out a mailing to members of the bar over the signatures of several colleagues and for getting the bar association(s) to take a stand against Proposition 21. A local doctor or labor leader might agree to initiate activity among his peers and in his associations.

You may also wish to reach out to other bodies, like school boards, and other groups like service organizations and women's clubs, who may in the case of the former pass some sort of resolution against the "infringement on local authority" in Proposition 21 or, in the case of the latter, request literature and/or a speaker.

It may be feasible to use as a model the enclosed letter with minor changes to adapt it to local needs:

names of supporting organizations. We will, in the 5th paragraph, eliminate the names of organizations from LA, and give to you a substitute paragraph in the same body type that mentions only statewide groups plus the one or two local groups from your area that you secure as sponsors (get permission in writing) and whose names you provide to us.

names of signators. Names of some or all of the signators on the letter can be blanked out and names can be substituted of VIP's from your own area, whose permission you secure in writing after showing them the draft of the letter. Signatures should be written in black ink in a firm line--if it's too think or fuzzy, get permission to go over it with a thin, black brush tip pen. We will provide names typewritten in appropriate type face to go under the signatures.

local address. As soon as you give us a mailing address and/or a phone number, we will, if you like, have it set along with the words: CAUSE in _____. This will be added to the regular CAUSE letterhead which carries the address and phone number of the main office.

For the mailing, you will need the revised letter, two sign-up cards, and two envelopes (one #10 for the mailing and a #6 1/4 enclosure envelope) both with the CAUSE main office address.

The printing of these 5 pieces can be done 1) by you in your community; 2) by us in LA; 3) part by you there (the letter), and part by us here (the cards and envelopes.)

1) The first option is by far the best. We will provide everything you need to have the pieces reproduced there, except the signatures. Time, effort, printing and postage money would be saved here and can be devoted to preparation and distribution of general literature. Try to get the printing donated by some agency or organization that has offset equipment. If that doesn't work out, see if one of the supporting groups will donate the money to cover the costs. If that can't be arranged in a hurry, call our office to work out the arrangements.

2) If it's absolutely impossible to have the printing done there, we will have it done here in order to launch your local campaign.

3) If you can get the revised letter reproduced but for some reason want to have the envelopes and sign-up cards supplied, we will try to work that out.

You may wish to purchase a rubber stamp that says CAUSE in _____ and your mailing address. You could use it not only for envelopes and literature but also on the sign-up cards enclosed with your mailing. If the cards are marked in this or another way, we will keep track of contributions from your area with a view to making most of them available to cover local needs.

No matter how the printing is worked out, we ask that the plans be made and implemented as soon as possible and that postage expense be underwritten by your committee or by a contributor in your area.

c. press and media relations. It would be well to have one or more persons take on this job who have journalistic experience, know how to write a press release, place a story, get TV and radio exposure, etc. But even an untrained person can do the job by getting help where necessary and by using the form press releases included in this kit.

Do as many of the following as possible: contact editors of local papers to see what kind of stories they are interested in, whether they will run prepared stories (we will have three or four on different phases of the subject); find out their requirements and deadlines and see that press releases are handed in or mailed in on time about speakers at local meetings, endorsement of CAUSE by local groups or local celebrities, the opening of your local "office." Find out whether there is a chance for a favorable editorial; offer to provide whatever is desired in the way of background material. (Use the CAUSE kit for the media.)

If editors demand a local angle, see if they will accept an interview story about the issues involved with a local leader. The LA office will send you a list of sample questions to ask the local figure, if you need them.

Make sure that letters to the editor are written and sent. Try to some influential figures in the community to write or at least to sign them.

Using the organizational file, try to make contact with every group that has its own newsletter or bulletin and would be willing to run information about the campaign against Proposition 21.

Try to get volunteers to cover specialized media in your area--the college newspapers, church newsletters, labor papers, etc.

Get in touch with local radio and TV stations. Try to get favorable editorials wherever possible, opportunity for participation in forums, interview shows, representation on news programs.

d. speakers' bureau. The job of the person who heads the bureau is not only to recruit speakers and provide them with information (the basic speaker's kit should be loaned out to speakers as needed) but to generate requests for speakers as well. Working closely with the chairman of organizational contacts and of media relations, the head of the speakers' bureau should seek out platforms for speakers, should encourage the presentation of the issues at meetings and forums. Community forums may be organized with the help of other committee members. but unless there is a lot of woman and manpower, it may be better to try to arrange for speakers to appear at meetings of groups that will make their own arrangements, handle their own publicity, etc.

e. house meetings. Whether or not scheduling neighborhood coffee hours or gatherings for dessert and coffee is an effective strategy will depend a lot on the kind of territory you are working in, whether such meetings have been over-utilized for other campaigns. If you decide to try some house meetings, use them not only to inform through conversation and through literature, but to recruit volunteers for work with the committee.

f. political liaison. Try to contact by phone or in person every public official at all likely to take the right stand on this initiative as well as any candidate in the same category. The state headquarters in LA may already have made some of the contacts--check there first before you proceed. You may be able to get no farther than the official's administrative aide (A.A.) or field deputy. Be sure to take his full name down for future reference. Explain who you are (a member of the local CAUSE, part of a state-wide group of organizations and individuals), what you want--the official's or candidate's help: his name as a sponsor, a letter from him to potential supporters, a statement by him that can be sent out in a press release, preferably by his press aide but by the CAUSE press relations chairman if necessary, help, perhaps, from someone on his staff. If he agrees to any of the above, find out if he will have CAUSE literature in his headquarters and carried by his precinct workers, if he's a candidate.

If there is to be a slate card put out by the candidates themselves or by organizations on their behalf, find out if it can carry a recommendation to Vote No on Proposition 21. Precinct work is

absolutely essential for CAUSE, but since we do not have the resources to carry it out ourselves, we must count on "piggy-backing" wherever we can.

Even if you get a promise from a candidate to carry CAUSE literature, the person in charge of political liaison must make sure that the promise is kept. Someone should make contact with the chairman of each headquarters and visit it to make sure the literature is actually there and is being packed into the precinct worker's kits or at least made available. Let the LA office know how much literature you'll need.

g. finance. Avoid conventional forms of fund-raising. There is no time for arranging cocktail parties, theatre parties, bazaars, etc. In the main, concentrate on three sources: friendly organizations which may if asked donate money or services like printing, clerical work; a select list of individuals who may be especially interested in racial equality and civil rights and who can be personally contacted for contributions; returns from mailings.

Unless you are willing to get help in setting up books and in keeping a strict accounting of all monies gathered and expended, we strongly recommend that donations, except in services or in kind, be routed through the main office. There are special financial guidelines for a campaign on an initiative, and we will follow them precisely with professional help for the protection of all involved in the campaign. Our financial resources are extremely limited but we will, to the best of our ability, provide you with as much material in the way of kits, flyers, cards for mailing as you can use. Wherever possible, we would appreciate your covering the costs through local contributions of money and services.

In conclusion, we recommend that you get some people together as soon as possible, set up a minimal organizational structure, and begin to work. There is very little time so it is important to concentrate on the essentials of reaching as broad a constituency as possible and to avoid hangups about unimportant details or activities.

One of the members of the committee should keep in close touch with the CAUSE office in LA. If you need materials, such as CAUSE kits for media, speakers, or organizers, just call collect station-to-station and place your order. 213/278-4474 If you need help or assistance, call Joyce Fiske, the campaign director, person-to-person collect. But keep in touch so that we can coordinate our efforts in the cause of liberty and justice for all!

Joyce S. Fiske

Joyce S. Fiske
Campaign Director

P.S. Please send the name, address and phone number of the Local Coordinator of CAUSE in _____ right away.

=CAUSE

CALIFORNIANS AGAINST UNEQUAL SCHOOLS & EDUCATION

=CAUSE is a state-wide action group organized to defeat Proposition 21. The campaign against this racist and regressive initiative is now being launched by a large group of organizations and individuals concerned about quality education and human rights. Among those which have already joined the fight are the California Federation of Teachers, the NAACP, the Community Relations Conference of Southern California, the American Civil Liberties Union, and the League of Women Voters.

Propositions 21 which will be on the ballot in November has been widely advertised as "The Anti-Busing Initiative" or the "Neighborhood School Initiative", it's legal name is "The Student School Assignment Initiative." The difference is very significant. This initiative will not just prevent busing, but will prevent any means of achieving racial balance in schools and roll back such efforts enacted in the past.

The Attorney General of California has prepared the following title and summary of the chief purpose and points of the measure.

"STUDENT SCHOOL ASSIGNMENT INITIATIVE. Adds section to Education code providing: 'No public school student shall, because of his race, creed, or color, be assigned to or be required to attend a particular school.' Repeals section establishing policy that racial and ethnic imbalance in pupil enrollment in public schools shall be prevented and eliminated. Repeals section which (1) establishes factors for consideration in preventing or eliminating racial or ethnic imbalances in public schools; (2) requires school districts to report numbers and percentages of racial and ethnic groups in each school; and (3) requires districts to develop plans to remedy imbalance."

PROPOSITION 21 is racism in sweet-talk clothing. It pretends to be absolutely color-blind, but its consequences would be to freeze hundredsof thousands of minority children in the inferior segregated schools to which they are now assigned. It would repeal the Bagley Act which presently requires school districts to take note of racial imbalance and undertake to eliminate it from the schools. It would reverse the California Supreme Court decision of 1971 that, although no pupil is to be bused without parental consent, assignment to schools is a necessary and proper school district function. It would even repeal the requirement that school districts make annual racial-ethnic surveys which indicate racial imbalances and segregation.

PROPOSITION 21 would prevent the changing of attendance boundaries, the construction of educational parks, and even voluntary transfer plans when these had as their goal the promotion of better racial balance.

PROPOSITION 21, in all likelihood, is contrary to the fundamental law of the state and the nation and, when litigated, will be struck down as unconstitutional. That, happily, was the fate of the like-minded, like-spirited Proposition of eight years ago, the California realtors' Anti-Fair-Housing Amendment. In 1966, it was voided by the state Supreme Court and, in 1967, by the federal Supreme Court. Meanwhile old Proposition 14 struck an irreparable blow to race relations in California. The courts, even in striking it down, were not able to redress that damage.

PROPOSITION 21 MUST BE DEFEATED. For the sake of the hundreds of thousands of young Californians, present and future, who would be consigned to the crippling deprivation of inferior segregated schooling, =CAUSE urges you to join it's cause now.

=CAUSE

ACTION FOR EVERYONE

1. **Ask yourself:**

   To what groups do I belong? Where do I have influence?

   neighborhood
   school
   church
   service
   political

2. **Discuss Proposition 21. Urge a No vote.**

3. **Circulate literature**

4. **Make arrangements for your groups to have a program on this issue. Have a discussion group, debate. Ask for an =CAUSE speaker.**

5. **Get your group to donate - money (checks should be made out to =CAUSE), material (paper, postage, printing), volunteers.**

6. **Suggest newsletters carry Proposition 21 facts.**

7. **Schedule kaffee klatches.**

8. **Persuade your group to pass a resolution opposing Proposition 21. Be sure to get publicity. (Send copy to newspapers and =CAUSE).**

9. **Write letters to community leaders, letters to the editor, friends throughout California, etc.**

10. **Join an =CAUSE committee (and bring a friend!).**

Californians Against Unequal Schools & Education

SAN DIEGO CHAPTER

3386 30th Street
San Diego, CA 92104
295-5800 (9-12 a.m. daily)

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CAUSE State Headquarters - 9570 Pico Blvd. Los Angeles, CA 90035 (213) 278-4474

Labor donated

Vote NO on 21