



CRISIS

IN
EDUCATION

Through education, man passes his learning, skills and values on to succeeding generations. Even a casual look at history bears out the truth of this observation. America's earliest colonists recognized this and after providing for the absolute necessities of life; food, shelter and clothing, they attempted to provide education for their youth. Their initial efforts were limited, with the emphasis being on teaching youth the simple basics of reading, writing and arithmetic. With the founding of this nation based on the premise that man can live and prosper as a free individual, the need for education became critical, because better educated individuals are better prepared to exercise and protect their freedoms.

During the early decades of the new nation's history, most of the schools were church-related and supported by the churches. The other schools received financial support from donations and sometimes their local government, but the major responsibility for financial support of these schools lay with the parents of the children attending. The parents of these children accepted the burden for they realized that they could control the kind of education a school was providing to their children only if they were the financial support of the school.

There had long been advocates of the idea that special school taxes should be levied on all the people...to provide the tax money necessary to create and support schools that could be attended by all children. Most people recognized that such a tax would be grossly unfair to those who had no children to attend the schools, but in 1856 the idea finally gained a foothold... in Connecticut with the passage of a one-mil tax for the purpose of providing funds for public schools. From this small beginning hardly more than a century ago sprang America's public school system; a system built on the idea that every person should be taxed to provide free education for the benefit of those who have children, a system that is today engulfed in a rising tide of turmoil.

Greater Los Angeles covers a vast area in Southern California and in addition to the city of Los Angeles includes over 70 other separate municipalities.

The city of Pasadena, about 10 miles due east of downtown Los Angeles is one of these cities. It has a population of slightly more than 125,000 and is world famous as the home of the Rose Bowl and the Tournament of Roses each New Year's Day when more than a million people line the main street to watch the parade of beautiful floats, high-stepping majorettes and prancing horses. Pasadena is a multi-racial community; predominantly caucasian with a sizable percentage of negroes, and considerable numbers of Mexican-Americans and orientals. Here people of different races work together and shop together; going about their lives free from any type of government intervention to segregate people into racial or ethnic groups.

Just as do other cities, Pasadena has various levels of affluence; from areas where the homes are magnificent to areas where the homes are very modest and it also has many neighborhoods in which people of the same race or color have concentrated.

But there are no government edicts to prevent anyone, regardless of his or her color or race, from purchasing or renting and living in any home or section of Pasadena. Concentrations of people of various races or colors occur quite naturally. People of particular racial or ethnic characteristics generally choose to live by others of similar characteristics.

Pasadena is not a perfect community, but it is a city in which people of various racial groups, religious backgrounds and economic levels are free to work out their own problems. Government edicts have not created racial segregation, so racial integration exists automatically...to the fullest extent desired by the individual people involved.

The Pasadena Public School System encompasses all of Pasadena as well as the neighboring communities of Sierra Madre and Altadena.

It has an enrollment of just over 30,000 students in three high schools, five junior high schools and twenty-eight elementary schools. The school system has always maintained the neighborhood school concept, with students attending the school in the neighborhood in which they live; regardless of their race or color. Thus children of various races have always attended school together.

In some schools, almost all the students are caucasian while in others, almost all are negro. This is not surprising for the racial composition of students in each school generally reflects the racial composition of the neighborhood surrounding the school.

Recently, Pasadena was a major battleground in the unending drive to move central control of education in America to the Federal Government level. A detailed analysis of the events that occurred in Pasadena is quite revealing.

In early 1967 a scheme was being considered to transfer to John Muir High School over 400 students who would normally attend Pasadena High School. These 400 students, almost all of whom would be white, would be used to lower the percentage of negro students attending Muir High. This was Plan "A".

On May 4, the Pasadena Board of Education voted 4 to 1 to implement Plan "A".² This occurred just 12 days before a school board election in which two of those favoring Plan "A" were not even seeking re-election.

In July, following the election and installation of two new members, the Board of Education voted 3 to 2 to rescind Plan "A".³

A few days later, James E. Spangler, Jr., Wilton A. Clarke and Skipper Rostker, parents of students in Pasadena schools filed a suit to force the Pasadena School Board to put Plan "A" into effect. Their suit was filed in Superior Court of the State of California for the County of Los Angeles. But in August, the Court denied their request for an injunction against the Pasadena School Board and thus Plan "A" was not put into effect.

In May 1968, the Pasadena School District was visited by a team of investigators from the Civil Rights Office of the Department of Health, Education and Welfare, who conducted a "routine survey". Then in June, just one month later, another team of investigators came to make a follow-up study. Each time the agents from the huge H. E. W. bureaucracy in Washington, D. C. received complete cooperation from local school officials.

Two months later, in August the same three parents, Spangler, Clarke and Rostker, again filed charges against members of the Pasadena School Board. But this time, charging violation of their children's civil rights which enabled them to file their suit in the United States District Court for the Central District of California. The case was assigned to Judge Manuel Real, who until his November 1966 appointment to the bench by President Johnson, had been with the U.S. Justice Department. In fact, head of the U. S. Government's legal staff in the district including Los Angeles.

In November attorneys for the U. S. Justice Department went before Judge Real and requested permission to intervene in the case on behalf of Spangler, Clarke and Rostker. Judge Real granted the government request and from that point on the case took on a different aspect. It became a battle between the Federal Government and a lower level of government over who would control the operation of the Pasadena School District.

The months passed by and finally on January 6, 1970, the trial began. The trial took a full two weeks as attorneys for each side called on a parade of witnesses to support their positions.

Dr. Gordon Foster, Director of the Florida School Desegregation Consulting Center, was one of the witnesses called to testify by the Justice Department. Dr. Foster was not presented as a spokesman for the government, but rather as an "expert witness" on the subject of desegregation. He testified that the racial composition of each

school in Pasadena could be manipulated quite easily. His proposal was... rather than have students attend the school in the area in which they live, bus large numbers of them to different schools with the chief consideration to be the race of the student.

On January 20, Judge Real delivered his decision in favor of the Justice Department. He instructed the local school officials to submit a plan to him by February 16th that would meet his approval in correcting what he termed racial imbalance. Judge Real issued a 45 page report of "Findings of Fact and Conclusions of Law" in support of his decision. This report reveals either his inability to comprehend the accepted meaning of certain words or his willingness to deliberately misuse words for his own purpose.

On Page 4, Judge Real states "Racial segregation and racial imbalance are two names for the same phenomenon, racial separation. The terms are used interchangeable throughout these findings and conclusions".⁴ This is a gross misuse of the terms.

Racial segregation: actual segregation of people by races can only be established and maintained through some form of governmental action. Only governments have the power to pass laws separating the races and the power to enforce such edicts.

"Racial imbalance"! For this term to have any definite meaning, one must accept the premise that some particular numerical balance among people of various races is necessary... a balance that would have to be established and maintained by government.

But to accept such a premise is to deny that every person is equal when standing before any level of government and is entitled to be treated by government as an individual rather than as a member of some particular group.

On page 19 of his report, in support for his opinion, Judge Real uses the testimony of Dr. Foster, the supposedly objective "expert witness" on desegregation called by the Justice Department; even though he knew that Dr. Foster is little different than a Federal Government employee.

The Florida School Desegregation Consulting Center of which Dr. Foster is the Director, is located at the University of Miami in Coral Gables, Florida. From its very beginning in July 1965 it has existed solely on funds received from the Federal Government. For the calendar year of 1970, it is scheduled to receive \$429,320 in Federal Funds.⁶ So in reality, Dr. Foster, who is paid directly from funds received from the Federal Government, would hardly qualify as an objective witness in any case in which the Federal Government is a party.

Amazingly, the Pasadena School Officials voted NOT to appeal Judge Real's decision. They accepted the Federal Court edict and the financial burden it would impose on the people of Pasadena... almost eagerly, and in less than one month were back before Judge Real with an elaborate and complex plan to achieve numerical racial balance in every Pasadena school.

The maps explaining the plan are an incredible hodge-podge of colors and the implementing of the plan requires the busing of 50% of the children in grades K through 6th, 52% of the children in the Junior High schools and 27% of the students in the High Schools.⁷

Over 13,600 of the 30,000 students will be bused, requiring 106 buses at a cost estimated by school officials of over \$1,000,000.00 the first year.⁸ The only results claimed for this million dollar expenditure is simply that every school will have the same ratio of faces that are brown, yellow, black and white.

In early April, School Superintendent Ralph Hornbeck announced that the million dollar cost of the busing program had been sliced in half.⁹ A close look at his claim reveals that it is somewhat less than accurate. The program will cost less than 495,000 Pasadena tax dollars, for the State Government of California is to put up \$244,000 from the taxes it extracts from people throughout the state of Califor-

nia and an additional \$150,000 is to come from sources that Mr. Hornbeck declined to identify. A fairly safe assumption would be that this unidentified source is the Federal Government which is to provide a hand-out from the taxes it extracts from people across America.

The scheme that Federal District Judge Manuel Real approved for Pasadena to manipulate the racial balance in its schools was prepared and submitted in response to his decree.

In community after community across America, essentially the same scheme is submitted by local school officials in response to the decree of other Federal District Judges. The search for an explanation of these coincidences uncovers some very interesting information. About 400 miles north of Pasadena, California, just across the bay from San Francisco, is the often heard of city of Berkeley. Berkeley is an attractive city and although it has a population of over 100,000... the community is dominated by the University of California Berkeley campus with its faculty of over 2,300, more than 5,000 other employees and over 28,000 students. The UC Berkeley campus was long noted for its high academic standards and achievements, but in recent years its student riots and almost constant campus turmoil have brought it wide recognition as the operational base and tactic testing ground for student, non-student and faculty radicals.

It is not surprising that in the community dominated by this radical atmosphere, the Berkeley Unified School District has a scheme for manipulating the student racial composition in each school. The Berkeley scheme is essentially the same as that being adopted under court order in Pasadena and other school districts across America; or to be more accurate, the scheme being adopted in these other school districts is essentially the same as the Berkeley scheme... which has been in actual operation since the school year that began in September 1968.

The traditional neighborhood school concept requires that all children be treated equally and allowed to attend the school most convenient to where they live. The Berkeley scheme deliberately destroys this concept..... substituting instead, a concept in which student assignments are made on the basis of the racial make-up of the neighborhood in which the child lives. To implement this racist concept, 3,400 children who live within easy walking distance of a school, 40% of the children in grades K through 6 must board school buses each morning to be needlessly transported to the school they must attend, because of the racial make-up of the neighborhood in which they live.

A group of negro children wait at a bus stop directly across the street from Columbus School. This is the elementary school they would attend under the traditional neighborhood school concept.

But under the Berkeley scheme, these negro children must board a school bus every school day for a time-consuming, expensive and needless four mile ride across the city of Berkeley. They are unloaded at the end of their daily bus ride at their destination... which is Cragmont School. The reason these negro children were delivered to this school was to increase the proportion of negro children attending this school in a predominantly white neighborhood. Almost unbelievably, at the back corner of Cragmont School, a group of white children who would be attending Cragmont, wait at the bus stop as their school bus approaches.

Under the Berkeley scheme, they must board a school bus every school day for the same time-consuming, expensive and needless four mile ride across the city of Berkeley. They are unloaded at the end of their daily bus ride at their destination... which is Columbus School. The reason these white children were delivered to this school was to increase the proportion of white children attending this school in a predominantly negro neighborhood.

Assigning children to schools on this racial basis is an idea that most responsible parents find to be repugnant. Many parents would even continue to send their children to the school in their own neighborhood, absolutely refusing to permit their children to be needlessly bused to another school. The innovators of this concept obviously recognized this possibility, for they made this type of parent resistance impossible. Elementary schools, traditionally K through the 6th grade undergo a transformation from which some emerge having K through 3rd grade while the others have grades 4 through 6th. By this simple maneuver, the innovators make it impossible for parents to circumvent their scheme. The K through 3rd grade students in the Southwest section of Berkeley must be bused to the Northeast section because the school in their neighborhood now has only grades 4th through 6th. Likewise, the 4th through 6th grade students in the Northeast section of Berkeley must be bused to the Southwest section because the school in their neighborhood now has only K through 3rd grade.

Just who conceived this concept of assigning children to schools on the basis of racial considerations... considerations which violate the very foundation of equality upon which America is established? Is it merely a coincidence that Berkeley is where this concept appears to have been put into operation for the first time? NO! A publication with the high-sounding title of "Integrated Quality Education",¹¹ a report of a study conducted in Berkeley during 1967, recommends this concept be substituted for the traditional neighborhood school concept. The money to conduct this study was provided by the Federal Government, through a contract granted under Title III of the Elementary & Secondary Education Act of 1965.¹² Berkeley school district officials sent their application for this study to the U. S. Office of Education in Washington, D. C. on January 19, 1967.

Miraculously, on February 3, just 15 days later, they received approval from the bureaucracy for \$74,305.¹³ Such rapid action is certainly unusual... unless someone in the bureaucracy had actually suggested that Berkeley school district officials submit their application to conduct such a study.

The Federal Government puts up the money for a study which develops a concept that student school assignments should be made on the basis of racial considerations and a plan to implement this concept. The Federal Government, through the HEW bureaucracy and the Federal Judicial Courts, demands that local school districts come up with an acceptable substitute for the traditional neighborhood school concept. The Federal Government then makes Federal-Aid available to pay the cost of the massive busing of students that is required to implement their concept of basing pupil assignments on racial considerations. Such maneuvers move Federal Government control of the educational system of America closer to completion.

Government-controlled education eventually becomes conditioning to prepare the youth to accept the idea that government is supreme above man and should control and regulate every aspect of his life.

Karl Marx, in the Communist Manifesto, urged that education be government supported and controlled.¹⁴ He recognized that it could be used to usher in Socialism by speeding the people's acceptance of the idea that government should control everything.

The drafters of the Constitution deliberately sought to prevent the government they were creating from ever being able to exert control over the education of the people... for they did not write into the Constitution any provision for the Federal Government to even participate in the creating, maintaining or regulating of educational facilities in any state in the union.

Despite the absence of Constitutional authorization, the Congress began to provide subsidies for education; first for specialized types of education above the high school level and then early in the 1900's

for vocational education in elementary and secondary schools. The amount of Federal Government subsidies for vocational education in elementary and secondary schools increased slowly but steadily over the years until 1950. In that fiscal year it totaled \$26.6 million.¹⁵ With the passage in September 1950 of Public Law 874, the Aid to Federally Affected Areas Act, Federal Government subsidies to local school districts increased dramatically; from \$26.6 million in 1950 to \$224.7 million¹⁶ in 1953. From this 1953 level, Federal subsidies to elementary and secondary schools rose gradually for more than a decade... then made another dramatic jump in 1965 to \$755.8 million¹⁷ as a result of passage of the Economic Opportunity Act.

With the enactment in April 1965 of the Elementary and Secondary Education Act, Federal Government subsidies to basic educational facilities in the United States made an incredible jump to \$2,265.1 million in 1966¹⁸ and since then have continued to increase, reaching \$2,987.0 million in 1969.¹⁹ Along with the steady increase of Federal Government subsidies for education has come the steady increase in Federal Government efforts to control education.

That the public schools of America should be the object of a struggle for control is inevitable. Any educational system built and maintained with taxes must be centrally controlled by a political agency... the only question is what level; local, state or national.

That local control of education exists anywhere in America today is a myth. Decades ago, as State Governments provided more and more tax dollars for the financial support of local school districts, State Governments successfully imposed state-level control and regulation of education, permitting local school district officials to now make decisions only in functional matters. Just as each State Government imposed its control over the public schools it was subsidizing... the Federal Government, seeking to apply the same principle, moves steadily towards imposing its control over that which it is now subsidizing... the public schools throughout America.

When this move is completed, the education of more than 45 million elementary and secondary students, youngsters in their most impressionable years, can be centrally controlled from one place.

The non-public schools, most of which are church-supported, appear to offer the last refuge for those parents who seek for their children, an education that is not completely controlled by a political agency.

The parents of those who attend these schools provide the basic financial support, but as the tax burden increases, the parents find it more and more difficult to do so.

The non-tax supported school thus finding its income becoming insufficient to offset its rising expenses, discovers that the Federal Government is willing and anxious to also provide them with certain subsidies.

Those who accept the subsidies will eventually come under the control of the political agency that is providing the subsidy. They will become dependent on this additional source of financial support for their economic survival and when issued the ultimatum which means accepting extinction or survival with government subsidies and controls, there is little doubt which they will choose.

If the people of America want absolute control of education centralized at the Federal Government level, they need do nothing for with continued Federal Government subsidizing of education, that end result is inevitable.

But if education in America is to serve the cause of Freedom, parents must regain control of their children's education by re-assuming the financial responsibility for providing that education.

The financial burden could be heavy but the future of America is at stake. The youth of today are going to be the adults of tomorrow and the kind of education to which they have been subjected will greatly influence how they meet the responsibilities of Freedom.

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4. Findings of Fact and Conclusions of Law ,
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5. Ibid, pg. 19
6. Per 2 applications for funds dated Nov. 1, 1969.
7. Plan for the Integration of the Pasadena Unified
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10. Berkeley School Report - No. 11, March, 1968,
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