

# PUBLIC SCHOOLS

## They're Destroying Our Children

*Gary Allen, a graduate of Stanford University and one of the nation's top authorities on civil turmoil and the New Left, is author of Communist Revolution In The Streets, and of the explosive best-seller, Richard Nixon: The Man Behind The Mask, just released by Western Islands. Mr. Allen, a former instructor of both history and English, is active in anti-Communist and other humanitarian causes. Now a film writer, author, and journalist, he is a Contributing Editor to AMERICAN OPINION. Gary Allen is also nationally celebrated as a lecturer.*

■ FOR THE past five years Americans have had their eyes riveted on the chaos and anarchy sweeping the nation's colleges. Meanwhile, the battleground has been slowly shifting to the country's junior and senior high schools. As William Waugh, the Associated Press education writer, puts it: "America's high schools — from the ghetto to the suburbs — are like boiling cauldrons. No one can predict when the pot will boil over, but already violence, vandalism and noisy protest are common." According to Waugh, "Students from New York to California say their schools operate in a prison-like atmosphere — armed guards, fenced schoolyards, and . . . locked classroom doors."

Stewart Alsop notes that public education is "in danger of collapse," and that "the trouble goes far beyond the schools' all too frequent failure to teach Johnny to read. A terrifying increase in hard drug use and an equally terrifying increase in violence in the schools are now the principal threats." The magnitude of the

uprising is indicated by the *New York Times*, which reports: "Student protests, which range in intensity from vocal complaints to riots, have occurred recently at nearly 60 percent of the nation's high schools."

A 1970 survey conducted by the Senate Subcommittee on Juvenile Delinquency exposed the tremendous increase in crime in America's schools between 1964 and 1968, the last period for which figures are available. Some types of crimes in the 110 school districts studied had skyrocketed several thousand percent. Homicides in these elementary and secondary schools climbed 73 percent. Forcible rapes were up 61 percent, while robberies multiplied by an astounding 306 percent. Burglaries and larceny in the schoolyard also climbed by equivalent amounts. School narcotics arrests were up 1,069 percent.

But even such statistics are hardly adequate to indicate the terror in our schools, particularly those in the central cities. There is no way to describe the horror and fear of an 110-pound teacher surrounded by half a dozen 200-pound toughs screaming epithets and threatening rape. Such threats occur every day, and are being carried out with increasing frequency.

The *American School Board Journal* reports that teaching school is already twice as dangerous as working in a steel mill. It estimates that 75,000 teachers are injured badly enough each year to require medical attention. According to the Senate Subcommittee on Juvenile Delinquency, between 1964 and 1968 assaults on teachers increased by 7,100 percent.



In December 1971, the San Francisco Classroom Teachers Association demanded an end to school violence even "if it takes police patrolling the halls of every school." During the 1970 school year, teachers in the City by the Golden Gate had endured more than a thousand unprovoked attacks. The Teachers Association president, Lee Dolson, maintained that "teachers are in a constant state of fear," and charged the San Francisco Board of Education with meeting violence with a "conspiracy of silence" in order to keep news of attacks upon teachers out of the newspapers. The "conspiracy of silence" of which Mr. Dolson complains is not unique to San Francisco. As *U.S. News & World Report* observes:

*With the increase in crime and violence in public schools, many principals are reportedly pre-occupied now with "hushing up" cases of violence in their schools — even though hiding the facts encourages further misbehavior.*

"Hardly a week goes by," said Lee Dolson, "that I don't talk to a teacher calling from home using sick leave because he is too sick (from fear) to go to school." The Senate Subcommittee on Juvenile Delinquency reported that in East St. Louis, Illinois, fear of attacks is so great that a number of teachers carry guns. In other cities, school boards have found it necessary to forbid teachers to carry weapons lest they provoke a replay of *Gunfight At OK Corral*.

The junior thugs who infest the central-city schools not only attack teachers but exact an enormous toll in property damage. The cost to the taxpayer of school vandalism is now running well over \$200 million per year and is climbing like a Saturn missile. A new report, "Vandalism And Violence: Innovative Strategies Reduce Costs To Schools," prepared by the editors of *Education USA*, says "Many school officials point out that

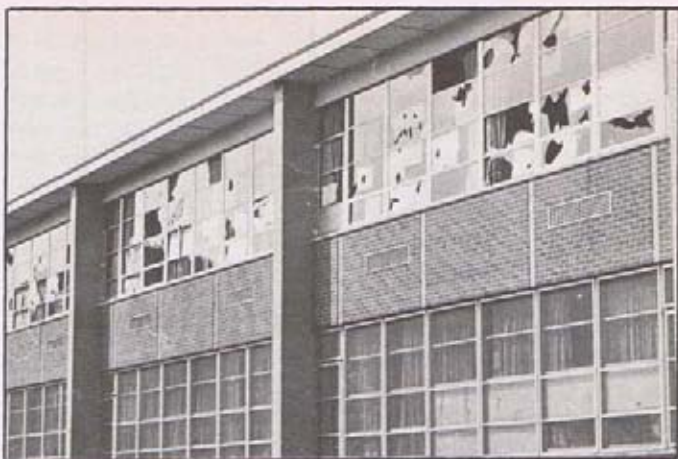
new, windowless schools would do much to alleviate the high loss of window breakage and the time required for maintenance." Glass windows are being replaced by substitutes three to six times more expensive. Schools are installing fences and night lights, using dog guards and policemen, hiring young toughs as "community aides" to keep order, and putting maintenance men on late-night schedules. Electronic alarm systems, reports *Education USA*, are common.

The new report does not go quite so far as to suggest the building of moats around the schools, for even "vandal prudent" schools cannot be made immune to the growing rash of bomb threats and actual bombings; to assaults on students and teachers; and, to inside grand theft as support for student drug habits.

Toby Moffett, head of the newly created Office of Students and Youth within the U.S. Office of Education, recently spent months visiting high schools across the nation with his staff of "now generation" assistants. Following his personal research, Mr. Moffett concluded "it is a good guess that hard drugs are being regularly used in at least half the center-city high schools, and in anywhere from 20 to 30 percent of the suburban high schools." And, Toby Moffett emphasized, "I'm not talking about pot, either, I mean heroin, mainly . . . . Wherever we've been, we've found the problem was obviously much worse than anyone had supposed. People just don't want to believe it's there."

What is it like inside a central-city school? Your correspondent recently made a tour of such schools in a major Eastern city. We cannot be more specific about the area because our host, a dedicated professional of many years' experience, rightly fears not only for his job, but for his life. He is a school counselor who visits several central-city schools each week, and he is not conjuring up spooks, having survived several close calls.





Federally promoted permissiveness is reaping the whirlwind. A Senate Subcommittee has reported that in recent years assaults on teachers (right) are up 7,100 percent; school narcotics arrests are up 1,069 percent; and, school vandalism (above right) is annually costing the taxpayers more than \$200 million. The Health Department in New York City has found that 24,000 of its high-school students (above left) are now addicted to heroin, and that the city schools have suffered a 90 percent incidence of hard drug use. Also there have been ugly student protests (below) in 60 percent of the nation's high schools. More federal money for the schools is not the answer. As the federal schools in the District of Columbia have grown disastrously worse in the last five years, for instance, school spending there has nonetheless jumped by 69 percent.



So subject is he to attack that it has been necessary to equip his car with a loud siren which wails when an unauthorized person lifts the hood or opens a door. Before leaving the front steps of a school, our host carefully looks to the parking lot for loiterers. Every such stranger is a potential mugger in this area, and it is courting trouble to leave a school by one's self.

The atmosphere inside the schools is unreal. Having been a teacher, I thought myself sophisticated about boisterous students on their way to the next class or lunch, but the decibel level of *these* schools makes a boiler factory sound like a convalescent home. And the language of the little scholars would make a long-shoreman blush. Teachers, in most cases, make no attempt to control profanity and obscenity, which is now accepted as "the common vernacular of the community." Administrators tell teachers that if their sensibilities are ruffled "by being called a mother\*\*\*\*\*," then they are in the wrong profession.

The litter in the hallways and on the playgrounds is appalling, and I asked if the schools lack custodial service. Every school, I was assured, had its full janitorial complement, but they are faced with a job akin to shovelling sand from the Sahara with a teaspoon. Even more overwhelming than the omnipresent trash were the odors, some of which defied categorizing. Unfortunately, not all of them. In some of the schools the stench of urine and defecation was literally unbearable.

These schools have more fights than Madison Square Garden. Teachers must spend a great deal of time patrolling the halls and playgrounds. Breaking up a fight can be as dangerous as being in one, as many teachers have discovered. We saw one student being hauled off to the office by a teacher who had the young scholar in a hammerlock. My guide remarked wryly that this is known as "directive counseling."

The neighborhoods in which these schools are located were once very fashionable. No longer. There are houses of prostitution directly across the street from two of the schools we visited. Across the street from another is a housing project which averages one murder per week. Although comparatively new, the project looks as if it has received a recent visit from Genghis Khan and his horde. My tour guide doubted we could safely navigate the perimeter of the block-square project even in broad daylight.

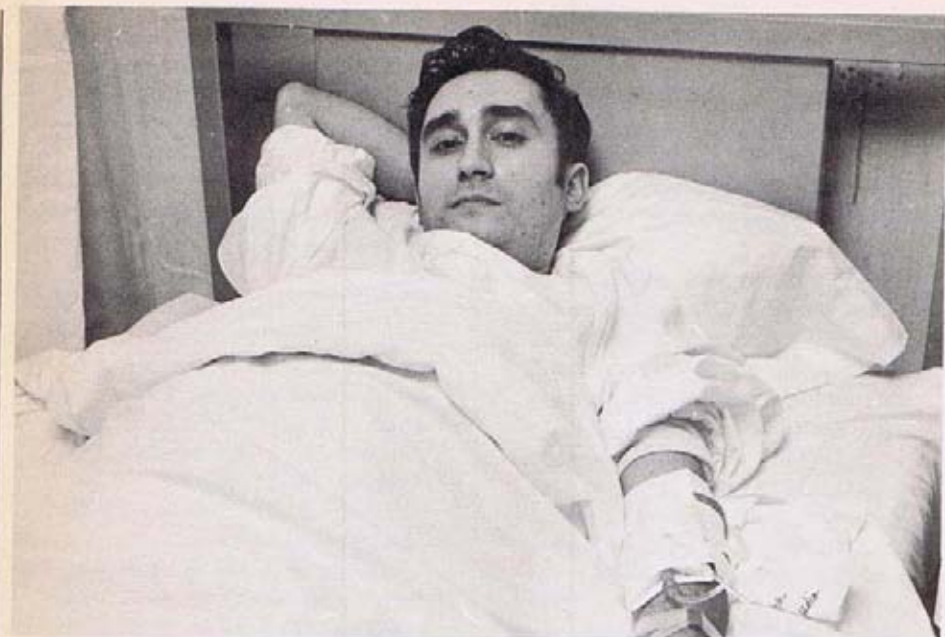
This is the atmosphere into which our "Liberals" want to bus children from the suburbs. Your children!

While newspaper clippings from hither, thither, and Yonkers provide hints as to the escalating terror in the public schools, there are some systems which stand out as terrible examples. Not surprisingly, John Lindsay's Fun City is leading the league in school deterioration, just as it is in most other forms of degeneracy.

The New York City School System has been rocked by teacher strikes, pupil walkouts, riots, criminal behavior, and vandalism. The million-pupil system, which has been "decentralized" into thirty-three districts, many now controlled by "community" militants, suffered \$1.2 million in window breakage alone in 1968, when the astounding total of 243,652 windows was shattered. The City was forced to hire 170 special school guards at a cost of \$500,000. But even this seemingly extreme measure has been compared with using a squirt gun to quell a forest fire. And all the fires are not in Smokey the Bear's neighborhood. During 1968, New York City had 196 school fires and reported 2,757 school larcenies. Although later statistics are not available, they are reported to be multiples of the 1968 figures.

Fun City has long been the drug capital of the world. Statistics recently released by the New York City Health Department revealed that the number of known heroin users in public high schools





Teacher objected to window breaking. Youths doused him with lighter fluid and set him afire.

in the City grew by 400 percent between 1968 and 1969. Some schools, according to the Health Department, have as high as ninety percent incidence of students using hard drugs. Drug use in the lower grades has also reached frightening proportions, and addicts under thirteen are not uncommon. The Associated Press carried the story of New York schoolboy Walter Vandemeer, an alcoholic at ten, a heroin addict at eleven, and dead of an overdose of heroin at twelve.

An informal investigation conducted by the City Council Committee on Health and Education revealed that half of the students in five high schools had used either heroin, marijuana, or illicit pills of various types. The Committee then ordered the Board of Education to prepare a report on drug abuse in the schools. The official estimate by the Board was that 24,000 New York City high school students are addicted to heroin. This figure is higher than the total student population of most school systems in America.

In a typical high school in Brooklyn, reports one school's guidance counselor,

enforcement of drug regulations has to be selective: "The heroin problem is so bad here that we don't have time to prevent pot smoking. So we handle the pot problem the same way we used to handle regular cigaret smoking years ago: We tell them 'Don't light up until you get outside.'" And this phenomenal growth in drug use within the New York schools has taken place despite a three-year anti-drug education program, costing tens of millions of dollars, which reached virtually every pupil in the system from first grade through high school.

Drugs and violence in the schools spell severe trouble, as indicated in dozens upon dozens of articles appearing in the *New York Times*. Here are a few representative samples. The first is from the *Times* of January 19, 1969:

*A hole was blown in the outer wall of the school district superintendent's office in South Jamaica, Queens, with what the police described as a stick of dynamite attached to the window screen. The*

damage was discovered yesterday morning, but neighbors told police they had heard a blast at 9:30 pm Friday, and thought it was a sonic boom from a passing plane.

The following is from the *New York Times* of February 23, 1969:

*The most readily accessible instruments of rebellion are the fire alarms. They are now sounded two or three times a day, according to Max Epstein, an assistant principal [at Sands Junior High School in Brooklyn] . . . . Vandalism, too, plagues the school. So many windows have been broken lately that the empty panes are being filled with nonbreakable transparent plastic. So much clothing has been stolen from the coatrooms that many students carry their coats with them through the day . . . .*

*Weekend burglaries have become so common — including a series of thefts in which all 33 typewriters from the typing classroom disappeared — that an expensive alert system is being installed that automatically telephones the police precinct and plays a recorded call for assistance . . . .*

And here is a report from the *Times* but five days later:

*On Thursday the school [Jackson High], which is in the predominantly Negro Cambria Heights area, was rocked by clashes between white and Negro students. But the most serious disorder occurred after school when Negro youngsters attacked some white students waiting for buses to take them home . . . .*

*Murray Bromberg, the principal of Jackson, is among those who feel that "underground" student newspapers have stirred matters up with*

*inflammatory articles. "You can't keep calling teachers and supervisors pigs and beasts without this having some effect upon students, especially the marginal students," he said.*

The very next day the "Liberal" *New York Post* reported:

*The empty fifty caliber shell that swayed gently around the neck of James Coleman, 17, had a hypnotic effect on the white teachers standing dead still at all the exits of the lunchroom in Brooklyn's Thomas Jefferson High School.*

*Handy McKnight's dashiki had a similar effect.*

*"There is a lot of fear around here," said McKnight, 19, a senior. Cops patrolled the corridors of the school and stood on guard in the lunchroom as he spoke. "The white teachers are a little uptight but we have to learn about history."*

*What had made the white teachers uptight was a Malcolm X memorial program staged by black students in the school auditorium. The teachers walked out of the assembly when a [Black Panther] poem was read referring to "white pigs." \* \* \**

*"The name calling could have been left out," McKnight said. "But that program brought us a message, and we needed to hear it."*

*The teachers in the lunchroom thought otherwise. "They were teaching white hatred, taking up arms of violence," Mrs. Rae Schumann, a Physical Education teacher, complained. "I walked out of the program. They were calling us pigs. I wasn't going to sit still for that."*

Four days later the *New York Times* carried this report:



Detectives of the Liberty Avenue station in Brooklyn said yesterday that they were investigating the stabbing Saturday night of a white student who attends Thomas Jefferson High School. The police said the student, Leo Andreoli, had been attacked 16 blocks from the school by three Negro youths whom he said he did not know.

Young Andreoli has emerged as a spokesman for a group of white students who attend the racially troubled predominantly Negro high school at Pennsylvania and Dumont Avenues, in the East New York section. Last week he was part of a contingent of white students who went to City Hall to protest alleged racial slurs by Negro students during a school assembly program.

Elsewhere in the *Times* that day, concerned New Yorkers read:

Seven youths were arrested in a battle with police yesterday outside William Howard Taft High School in the Bronx as student unrest continued to plague the city's schools. The arrested youths, two of whom required emergency medical treatment for head injuries, were part of a group of 100 students from different Bronx schools and some adults who had taken part in a demonstration outside Taft.

On March ninth the *New York Times* reported:

Eastern District High School in Brooklyn, where about 200 students broke glass partitions and windows and threw furniture about on Friday, will be closed to students tomorrow for cleaning and repairs. About \$4,500 worth of damage was caused by the rampage in the school . . .

Five days later the *Times* carried this report of yet another incident:

About 900 students were forced to leave classes at Central Commercial High School in midtown Manhattan yesterday after a gas bomb was set off on the fourth floor. An official there said the incident was "isolated" from disorders at other schools.

And it goes on and on. Remember, we are covering news reports of school troubles in but one city over a period of weeks. The reports are typical of many cities. On April twenty-second the *New York Times* brought more such news:

Student demonstrations and disruptions plagued several city high schools yesterday, forcing the closing in midafternoon of two schools in Brooklyn. Minor fires broke out at two schools, causing slight damage but no injuries.

One fire started in the gymnasium of Erasmus Hall High School shortly after 22 youths were arrested during demonstrations outside the building . . . Another fire, in a basement supply closet, forced the evacuation of DeWitt Clinton High School in the Bronx. Classes were resumed later, but many students stayed out, joining a protest that was under way outside the building.

Yesterday had been designated as "D-Day" by a coalition of Negro and Puerto Rican high school students who recently submitted a list of 15 demands to city school authorities . . . Among the demands listed in the publication were "no more suspensions" of students, "no cops in schools," "no program cards" for students (the "teachers have no right to tell us where we can or cannot go in the

schools") and "an end to general and commercial diplomas."

Again we quote the "Liberal" Times. This time three days later:

*Demonstrations, rampages in the streets and the setting of fires continued to plague the city's public schools yesterday. 24 students were arrested, as were 5 adults alleged to be Black Panthers . . . . The day's incidents included:*

*A gasoline-bomb explosion . . . . Student rioting outside Erasmus Hall High School in Brooklyn.*

*A bomb explosion and fires at Morris High School in the Bronx.*

*Demonstrations at Richmond Hill High School and Jamaica High School in Queens.*

*A student sit-in at Canarsie High School in Brooklyn.*

*The incidents involved white and black, boy and girl students, in apparently equal numbers.*

*A gasoline bomb exploded in the physics laboratory at Abraham Lincoln High School in Brooklyn, the board of education said. Abraham H. Lass, the principal, said that "someone doused window shades and walls with gasoline" and set them afire during the change in classes . . . .*

Two days later the *New York Times* carried this report:

*The principal of Theodore Roosevelt High School in the Bronx halted a morning rampage by 200 students yesterday by quickly summoning the police and announcing he would discipline disrupters.*

*Meanwhile, a group identifying itself as the Black and Puerto Rican High School Students Council served notice on Mayor Lindsay that it planned to continue the*

*arson, vandalism and other disruptive acts that have plagued the city's schools . . . .*

And, on April thirtieth the *Times* reported:

*. . . a white teacher was assaulted by two Negro teenagers in Brooklyn yesterday as disorders continue to beset the city's schools . . . . In other incidents, students from Boys High School in Brooklyn attempted to disrupt activities at Prospect Heights High School, a Molotov cocktail was thrown into the auditorium of East New York Vocational High School in Brooklyn but did not explode, and seven panes of glass were broken at Public School 206 . . . . In Brooklyn, a 21-year-old teacher was attacked in the school yard by two young men. The teacher, Neil Taret, suffered multiple minor injuries [sic] and was taken to St. Mary's Hospital.*

The district's prize high school, however, is Franklin K. Lane in Brooklyn. On January 20, 1969, a stone broke a window in thirty-year-old Frank Siracusa's chemistry class. "I ran downstairs one flight to Exit 5," Mr. Siracusa later told police. "I came across three young Negro men. I identified myself — with respect. I said, 'I'm a teacher, not a cop . . . . I'd like to know who broke my window.'"

One youth took out a water pistol containing lighter fluid and began squirting the teacher. Another youth, Siracusa said, "kicked me from behind, and one punched me in the stomach." Then one of the three, he said, "ignited my clothes with a butane cigarette lighter." As the teacher's coat and jacket burst into flames, two of the young men fled into the courtyard and the third ran toward a cafeteria. Siracusa escaped terrible burns by stripping off his flaming coat and jacket even as the shell frames of his



eyeglasses melted in his pocket. He was taken to a hospital with abdominal injuries.

The *New York Times* said of this assault:

*It was the 14th attack on a white teacher, all alleged to have been by Negroes, in the last three weeks at Lane, according to Harold Saltzman, chairman of the United Federation of Teachers chapter there. Mr. Saltzman said that "we estimate for every attack against teachers there are at least ten against students, both Negro and white."*

During the succeeding months a dozen policemen constantly patrolled the school, but even this did not put a lid on the vandalism and revolutionary activity. In the week following the burning of Mr. Siracusa there were five bomb scares and eight arrests.

Prior to the Siracusa "incident," teachers at Franklin Lane had voted for a work stoppage if police protection were not provided the school, which had been subjected to daily violence. The school is located in a predominantly white neighborhood, but sixty-five percent of its students were non-white. According to Harold Saltzman of the teachers' union at Lane, the district had been "arbitrarily" gerrymandered by school zoning officials to take in black students from the Bedford-Stuyvesant and Ocean Hill-Brownsville sections of Brooklyn. "These are kids who feel completely alienated from this community," said Saltzman, who blamed the violence and a "rash of extortion, vandalism, larceny, and numerous acts against other students," on a group of several hundred radical black students which had grown from a small core of militants.

By the fall, it was (monkey) business as usual at Franklin K. Lane. The *New York Times* reported on October twenty-

fourth that students in an Afro-history class had replaced the classroom's American flag with a red, black, and green banner they called "the Flag of Black Liberation." When principal Morton Selub narrowly refused to allow the Black Nationalist flag to remain, fifty of the students spilled out into the halls and began chanting the Communist slogan, "Power to the People!" They burst into other classes announcing a Liberation Jail Break, and the mob grew to two-hundred strong before order was restored.

One week later, a hundred policemen were required to protect the 325 students (out of an enrollment of 4,875) who showed up for school. As the month wore on, outrages were repeated — escalating into a living hell.

A *New York Post* headline reading "Whites Afraid/Blacks Bored" tells of life at Lane. The *Post* sent two young reporters into the school to "learn first hand the attitudes which contribute to the unrest." Since nobody could get into Lane High School except students, teachers, and policemen, the reporters borrowed student I.D. cards to gain admission. Andy Soltis reported from the scene for the *Post*:

*The white students at Lane no longer eat in the cafeteria. All but a dozen or so have fled upstairs to the library. They have to be quiet there, they say, but it is safe. . . . The cafeteria, the restrooms, the staircases and the sidewalks surrounding the tense school are not safe for white students, according to some members of the fearful minority, despite the 100 policemen assigned to the school.*

Henrietta Johnson reported:

*"I'm really tired of school," said Ruby, 16, a black student. . . . "I haven't gone to my classes for two*



*days." . . . Ruby, like many black students at Franklin K. Lane High School, is bored . . . The boredom is everywhere. Underneath the laughter and the playful jostling is a distinct air of disinterest. The monotony shows in the faces and attitudes of the black students.*

In this situation the whites are prevented from learning while the majority of blacks, according to the "Liberal" *New York Post*, are not interested. One does not expect to read that sort of thing in the *Post*!

And the situation is certainly not confined to New York City. The Washington, D.C., School System was once one of the finest in the nation. True enough, these were segregated schools prior to the fall of 1954, but they are remembered as reasonably happy and productive places in which violence was rare, teachers taught, and pupils learned. Things have changed.

President Dwight Eisenhower promised in 1954 that the school system in Washington would be a model for the nation. It is proving to be exactly that. The system was roughly divided 50-50 between Negroes and whites in 1954. Five years later the percentage of Negroes had risen to seventy-five, and by 1964 to eighty-eight. Terror, violence, and tumbling academic standards have forced most whites and many middle-class Negroes to move to the suburbs or put their children in private schools. Today, the system is 95.2 percent Negro and 4.8 percent white.

Remember fifteen years ago, when our "Liberals" promised that eliminating the dual system would produce racial integration, a new era of brotherhood, and academic achievement? Now, the system has resegregated itself and can only be reintegrated by federal force.

And, although the District of Columbia has less than one-sixth the enrollment of New York City, its students smash

windows at a nearly equal rate. In 1969, broken school windows in Washington added \$200,000 to the taxpayers' bill. Vandalism during that year cost almost \$1 million, and systematic thievery of school property amounted to an additional \$130,000. School superintendent Benjamin Henley explains that this is to be expected, as it is the only way the students have of striking back at the oppressive power structure. "The schools are an agency to which people turned with hope, and it has not done what was hoped for," bureaucrat Henley declares. But in a concession to reality he has now assigned seventy-five policemen to the District's schools.

In a statement to the House Committee on the District of Columbia, Gary Geiger, a former principal of Washington's Kramer Junior High, revealed:

*There is not a crime committed against society that has not been and is being committed in the D.C. Public Schools . . . To me, one of the most serious and frequent crimes committed against students in the schools is extortion. The extortion is made possible through intimidation. The fear for one's safety is quite strong and this fear is used to extort money, school supplies, clothing, and just about any other commodity that might be in the possession of another student. It would be accurate to say that there is no school in this system on any given school day that frisking of several less strong students by other students did not occur. These students are checked daily to see if they have been foolish enough to bring anything of value into the school.*

*From extortion we can go to complete disregard for school authority, intimidation of teachers, gambling, carrying of concealed weapons, theft, vandalism, unlawful*



entry, bunko, pornography, carnal knowledge, prostitution, homosexuality, drinking, drug abuse, and of course rampant truancy which most officials of the schools are powerless to prevent or punish when it occurs . . . .

We have had reports of prostitution for the price of a bus ticket, and we have had reports of homosexual activity between members of both sexes.\*

A teacher from Washington's Payne Elementary School told the House Committee:

*It can be no surprise that movie projectors, typewriters, TV sets, film projectors, and tape recorders stream out of the [school] building. The principal has excellent connections for getting new ones, but I cannot pretend to justify the purchase of any of these items for Payne School because of the typically brief service that any of them render before they are stolen. Considering the disappearance of items while doors remain locked, one wonders if we don't have a regular racket operating. Some of our students are tipsters for adult burglars. We just have to take that for granted.*

Student drug addiction is at the root of most such theft. The House Committee on the District of Columbia, reporting on the prevalence of drug use in District high schools, concluded:

*The senior high schools in the District of Columbia are, to a great degree, infested with both drug abusers, and dealers. This abuse of drugs (heroin-cocaine) usually occurs in the bathrooms of the various schools at different times of the school day.*

*The dealers and users of drugs within the confines of school property, are for the most part, students. However, due to the lack of security within most of the schools in the District of Columbia, many drop-outs and other undesirables, enter school property and "deal" drugs freely. Some of this can be explained as being a result of the fear under which the teachers of the District of Columbia School system operate. They do not push the point when they encounter these undesirables inside the school for fear of being attacked.*

As one teacher testified: "Marijuana may be detected by odor, by anyone who walks down the hallways during lunch time. Dealers also park across the street in front of the school about 3 p.m. each day."

An earlier investigation by the Committee on the District of Columbia observed of the District's schools:

*The vilest sex talk, dirty writing on the walls, foul and unspeakable language to teachers, and vicious and obscene tongue battles in classrooms, as well as during recess, seems to occur often enough to be a major handicap to a learning situation, as well as to cultural development.*

It is hardly surprising that under these circumstances many teachers are fleeing the system. In 1969, the federal D.C. school system experienced a twenty-one percent turnover of teachers as compared with the national rate of eight percent. Many of those who stay are radicals or

\*This is from *Investigation And Study Of Public School System Of The District Of Columbia*, House Report No. 91-1681, Pp. 263, 270. The Report has since been suppressed by a court order on the spurious ground that some of the criminals are identified by name.



poor teachers; they are part of the problem and not part of the solution.

Even "Liberals" admit that the federal schools in Washington are something out of Edgar Allan Poe. Reporter Richard Starnes of the *Washington Daily News* describes a District junior high school:

*There are warders wherever you look, but it isn't a prison. There is the unmistakable stink of lunacy on the place, but it is not an asylum. Where you are is a public school. It might be any one of a hundred in Washington. . . .*

*It may be unfair to single out one school, for its most awful crime is that it is fairly typical. This one happens to be Shaw Junior High, and it is a monument to an unprecedented epoch of murder, rape, extortion and fear that has all but destroyed the public school system in the nation's capital.*

*There is a sound in the air that bespeaks Kafka's madhouse, a subdued keening, a wordless language that murmurs violence, despair, savagery and dread. The sound is an overture to hysteria, an obbligate written for the destruction of a society.*

It is not difficult to figure out why the District of Columbia and similar systems are having an increasingly difficult time attracting and keeping competent teachers. On the first day of classes after the Christmas holiday in 1970, one student was killed, another wounded, and a third fired at in separate shooting incidents in the District schools. "It was unusual only because of the number in one day," reported Thomas Foley in the *Los Angeles Times*. Last year a thief ran in and took a teacher's purse at gunpoint at Western High School, and at Cardozo High a vice principal was slain during a holdup. When a policeman was assigned to Spingarn High, the principal observed:

"I don't think that having a policeman around will take care of our problems, but it will deter outsiders — especially armed ones — from just walking into the building."

In Washington's Taft Junior High School, a young male student enticed a fourteen-year-old girl backstage in the school's deserted auditorium. Five other young male animals were waiting. The six beat the girl into submission, and then raped her in turn. At Anacostia High School, scene of a shootout with .45s in 1968, a pupil was shot and critically wounded in a washroom. A girl was put on tranquilizers after young thugs tore off her shirtwaist and bra during a robbery. A class at Monroe Elementary School was held at gunpoint and a teacher's purse was looted of the \$2 it contained. A teacher at McFarland Junior High School told a Congressional inquiry that he spent most of his time as a jailer, cop, and disciplinarian. Three weeks after school started he was beaten up by five drunken youths who invaded his classroom and began overturning desks. A policeman advised him to "get yourself a club" to prevent it from happening again.

As with all central-city schools, those in the District have a great problem with suspended students, drop-outs, former students, and non-student radicals roaming the halls. Many schools now lock their doors to keep out assorted troublemakers, and in doing so knowingly violate fire laws and risk tragedy — especially in light of the frequency with which aspiring pyromaniacs are setting fires at schools these days. As a Washington principal shrugged: "That's the decision of the individual principals. They have to take a chance on a fire when the doors are locked or take a chance on outsiders roaming the halls and molesting people."

It is no wonder that very little learning takes place under these circumstances. So low is the motivation of the students that when the federal government offered to pay Washington students \$1.60 an hour



just to attend summer school as a form of "crime insurance," only four hundred of these poverty-stricken youngsters could be found to accept the bribe!

We could fill the balance of this magazine with reports of terror and violence from the notes, clippings, and testimony we have gathered from most of the nation's big cities. While New York and Washington tend to be *avant garde* in this field, other metropolitan areas are experiencing similar problems and are seemingly bent on closing the gap with Gotham and Washington. The question is: Why are the schools becoming so much worse? "Liberals" cite the usual environment arguments. But government statistics prove that there is less poverty now than there has ever been. And in neighborhoods which have been slums for decades the schools, while no place for Little Lord Fauntleroy, never before suffered under anything like the current reign of terror. One major cause is the mushrooming of revolutionary and Black Nationalist organizations in the schools. The situation is described in a report by the High School Principals Association of New York City:

*Until quite recently manifestations of student unrest have been largely confined to our colleges. Now there are unmistakable signs that similar kinds of student disaffection have spread into our high schools . . . . There is some evidence that strongly suggests that outside groups and individuals are providing encouragement, leadership and legal advice to students involved in these campaigns.*

The effect of the radical movements on unstable student activists is described by the *New York Times*:

*. . . At the other end of a large and mostly indifferent student body is a new element that many*

*school officials have ignored until recently.*

*"This is a new group, made up of some bright and idealistic students who have been sold the idea that there are no limits to freedom," one principal said. "They get adult sanction and we are the new scapegoat. And in the process, the kids at the other end — the extortionists, vandals, addicts — think they're sanctioned too."*

*This new "overlay" of student activists is very small, the principals said, but they acknowledged what some educators have warned about for some time: That student discontent that has plagued colleges and universities since Berkeley has spread to the high schools . . . . Besides support from political leaders, the students have received legal help from the New York Civil Liberties Union and the National Emergency Civil Liberties Committee [an officially cited Communist Front].*

The result is that a hard core of revolutionary activists now incites the hoodlum element and its camp followers into organized revolt. Not surprisingly, the Students for a Democratic Society (S.D.S.) has been active in organizing on high school campuses. In his introduction to the House Internal Security Committee's Report on *SDS Plans For America's High Schools*, Committee Chairman Richard Ichord states:

*Those who now rally to the support of the SDS can be under no illusions. The issues are clear. The aims of the SDS were spelled out in an SDS position paper printed in June 1969: "The goal is the destruction of US imperialism and the achievement of a classless world: world communism." Those are the views of the leadership of SDS . . . .*



*By its own declaration it adheres to Marxist-Leninist concepts, and a portion of SDS members now pays homage to the "thoughts" of Mao Tse-tung. . . .*

The House Internal Security Committee's Report concludes: "SDS leaders feel they have found a new outlet in high schools for SDS militancy. In nearly a score of States since the fall semester began, high schools have become the staging area for the spread of SDS revolutionary philosophy."

Students for a Democratic Society has a blueprint for radicalizing high school students. Distributed in high schools throughout the country under the title *High School Reform: Toward A Student Movement*, the S.D.S. program states:

*Even acts like the starting of trash-can fires and the pulling of fire alarms are actually forms of protest directed at the school as it is now constituted. Not only the militant defense of hair and clothing styles against administrative attack, but the adoption of such styles themselves, as a part of the hippy culture on the high school campus, indicates a general disgust with the values and attitudes that our generation has been force-fed. . . .*

*Our first task, then, is to show the students that we are on their side, and have many of the same concerns they do. One method is to begin agitation around issues students are already concerned about. We should be in the forefront of any student protest against administrative action.*

The S.D.S. promotes far more than just setting fire to trash cans and pulling fire alarms. It has also advocated arson, bombings, and the killing of policemen. And the effect of a handful of hard-core revolutionaries on a student body can be

very powerful indeed. As the House Internal Security Committee found:

*For the immature young high school students the advent of the SDS activists in their school may provide a new and different outlet for excitement. SDS does not hesitate to take advantage of these teenagers, for they are enthusiastic workers and a source of needed "bodies" to join in SDS-sponsored demonstrations. Interviews with some of those young people hint they are not fully aware of why they are demonstrating and do not realize the deeper, more serious implications of what they are doing. The ability of the SDS activists to seize upon items of discontent and to fan the sparks of discontent into actual violence presents a clear and present danger.*

The S.D.S. has become a highly decentralized and factionalized group, but its offshoots and imitators constitute a formidable and often highly trained body. The January 1971 issue of the revolutionary *Scanlan's* magazine cites 185 instances of confirmed guerrilla warfare in high and elementary public schools between 1965 and 1970. For example, the magazine reports:

*Jan. 23, 1966, Warren Ohio. An arson fire did \$4.8 million worth of damage to Western Reserve High School.*

*Nov. 23, 1967, San Francisco, Calif. Balboa High School was damaged by a \$250,000 three-alarm fire. A firebomb had been tossed into the records room.*

*Dec. 1, 1967, Joliet, Ill. Three juveniles and five firemen were injured when \$1.5 million damage was caused by a fire at Washington Junior High School. Only the walls of the main building were left*



standing. Three separate fires were set before six a.m.

Apr. 5, 1968, Nashville, Tenn. An arson fire at the DuPont High School and Junior High School caused a reported \$3.25 million loss.

July 10, 1968, Lorain, Ohio. A bomb mailed to a teacher who taught at a school in Cleveland's ghetto area resulted in his death.

Feb. 8, 1969, Columbus, Ga. When police attempted to arrest a high school student, a crowd surrounded the policeman and beat him, and then set fire to the auditorium. Sniping followed, five persons injured and one policeman.

Mar. 18, 1969, Portola Valley, Calif. A 14-year-old boy lost two fingers while a small bomb he was making exploded in his hands. He was stuffing matchheads into a carbon dioxide cartridge to use as a mini-bomb.

May 27, 1970, Philadelphia, Pa. A bomb was thrown from a high school window at 49th and Chestnut Streets. One youth was injured.

Aiding the radicalization of high schools is the fact that many college revolutionaries and their sympathizers of the past seven years have now graduated. Government employment, particularly teaching, is one sector of the economy in which, to put it mildly, hippie or revolutionary proclivities have not been discouraged.

Another major ingredient in the high school cauldron is the fact that most school districts are allowing revolutionary "underground newspapers" to be distributed within the public schools. The House Committee on Internal Security noted of these drug-oriented, obscene, and inflammatory sheets:

*A number of underground newspapers have appeared at many high*

*schools across the Nation. For the most part, the central theme which pervades these papers is a criticism of the "establishment," government, school administration, law enforcement, the draft, and the Vietnam War. Also featured are obscene photographs and stories, as well as announcements of interest to hallucinatory drugusers. Believing newspapers to be effective vehicles for agitation, the SDS encourages the establishment of underground papers at the high school level.*

When virulent black racism is added to the revolutionary stew, the mix becomes poisonous. One of the most active and effective groups in exciting racial violence has been the Communist Black Panthers, whose idol is a non-African named Mao Tse-tung. A Black Panther manual titled *Organization Of The Black High School Student - Some Basic Guidelines* begins: "The high school is one of the most important components in these early stages of the Black Liberation Struggle." And it ends:

*Such action as burning the school down or jumping on white students should only be taken at later stages of the struggle, and only if the OCG - the "off-campus group" - is not directly involved in the rebellions (publicly).*

*The thing OCG must always remember is that its function is to mobilize the Black students to take over their school, only to destroy that school if the administration forces give it no alternative.*

In synthesis, the method of operation suggested by the Communist pamphlet is as follows:

*Setting up a "hard-core steering committee" which should be com-*



posed of "trained, disciplined bloods who attend the high school. They should meet as many times a week as possible with a member of the B.P.P.N.C., who will provide the link between them and the party. Also, these hard-core bloods should attend party meetings and should be active members of the party, if possible."

The guidelines provide that "these hard-core Brothers will comprise the Central Committee of a Black Nationalist organization (OCG) of members of the particular high school, who will hold their meetings off campus . . . . The policy of this group will be set and determined by the B.P.P.N.C. through the hard-core steering committee, all the time inviting discussions, criticism and suggestions from members of the OCG."

The job of the O.C.G. (Off Campus Group) is to "create some sort of organization on-campus and make all black students at the high school a part of this organization . . . no whites allowed . . . . The purpose of the Umbrella Organization will be to bring about a united front of the bourgeois and ghetto Black factions at the school . . . . Bloods for the OCG could be recruited from those who attend its meetings. Through this organization, strikes, boycotts and rallies could be started."

The Communist pamphlet calls for "politicizing" Negro students by creating political coalitions and making "deals" with "all bloods who have political power at the school already."

According to the House Committee on the District of Columbia, the Panthers have a virtual *carte blanche* to function and proselytize in the District schools. The Committee Report relates:

*Movies of how to kill policemen; to make bombs; molotov cocktails;*

*inflammatory devices; and to destroy America are shown in the schools by teachers, Black Panther Party members and others. Nothing has been done, so far, to stop it. This barrage and steady stream of heady stuff continues, all for the unsophisticated minds of the young. They are being brainwashed with this, with no one to explain the facts as they really are under the United States Constitution and the Rule of Law . . . .*

*There is also sold or given away the "Black Panther," an alleged organ of the Black Panther Party. This paper advocates violence and revolution which might have been considered at one time by our courts as treason . . . . (House Report No. 91-1681, Page 22.)*

Because of black racist, "Liberal," and radical pressures, most school districts now include in the curriculum what are called "Black Studies." These courses are often taught by black militants who decorate their rooms with posters of Malcolm X, Angela Davis, Huey Newton, and lionize the likes of Frederick Douglas and Nat Turner. The tone of such classes, more often than not, runs to promoting the concepts of black revenge. The *New York Times* of May 20, 1969, described the results of one of these Black Culture cons as follows:

*The faculty advisor to the Afro-American Cultural Club at Morris High School in the Bronx was arrested yesterday and charged with helping to mastermind a riotous disruption by black students in the school on April 24. The outbreak was quelled by the police after one firebomb had been hurled in the school auditorium and efforts of a handful of the more than 3,000 students to wreck the building . . . were blocked.*



Bronx District Attorney Burton B. Roberts said that the alleged plotters had given students instruction in karate and firebombing and had conducted "simulated test runs" of the plot to "test their timing and to clock the time it took to perform the acts." He said the details of the plot were obtained with the help of 8 "contrite" members of the school's Afro-American Cultural Club . . . .

... instruction had been given to selected students in the preparation of Molotov cocktails, window smashing, fire extinguisher removal and the spreading of panic among the student body.

A District of Columbia teacher recently told a House investigating Committee:

*Some of our militant Union teachers are teaching so-called Black History on a segregated basis ... using this as a smoke screen to teach racism. Union officials support only the militant and activist members. In many respects, the attitudes, actions and behavior patterns of the W[ashington] T[eachers] U[nion] seem to be the same as that of the Communist Party.*

Black Studies classes serve as a convenient base for creating the usual battery of "non-negotiable" demands. A growing favorite is to insist that the school cease to fly the American flag and replace it with the black, red, and green flag of the Mao-Communist Republic of New Africa. Newark and Detroit have already submitted to such demands.

Leading the rise of militancy among students has been an astounding rise in permissiveness among educators. In general, the greater the distance between the educator and the classroom, the greater the advocacy of permissiveness. As one teacher phrased it: "To the modern liber-

al mind, the word [discipline] has an almost pornographic sound." When militants crash head-on with permissive pedagogues it is like trying to stop the Super Chief with a bucket of mush. In many cases permissiveness is feigned to disguise sympathy with the goals of the radicals. But, whatever the motives of its promoters, such weakness has virtually destroyed order in our public schools. Typical of the "modern" attitude is this statement by Toby Moffett of the U.S. Office of Education:

*There is no evidence that tougher rules, stricter discipline, or calling the police cools the situation. It only serves to increase the tension. You are not going to scare kids into submission . . . .*

Even Dr. James Allen, Mr. Nixon's first Commissioner of Education, admitted that "student unrest" — a "Liberal" euphemism for criminal and revolutionary activities — was an increasing problem in the high schools. Allen responded weakly by sending letters to the nation's top school administrators suggesting ways to allay "student unrest" through "communication, responsiveness, and relevant change." Such administrators are a great part of the problem. A principal in the District of Columbia describes what happened after student burglars were apprehended as a result of a tip from one of his students:

*I got a tip from a young man who got the keys and some of the equipment back for us. We also found out who did it, and as a result — suspended those responsible. Incidentally, the boy who gave us the information, and recovered some of the stolen equipment, had his leg broken in the street by some of the boys who were involved in the break-in and is presently in the hospital. A day after these boys*



were suspended, Mr. Rhodes [of the D.C. Board of Education] called a special meeting of all school principals and ordered us to rescind all suspensions and to call all suspended students back to school. He also ordered us to observe a moratorium on all suspensions until February 5, 1970. I had no choice but to call these boys back to school. . . .

Well, you can guess what happened when the other students and teachers saw that these boys were back in school. This I feel is a clear-cut example of how the principal's authority has been eroded and undermined, by the administration downtown. (House Report No. 91-1681, Page 269.)

Subjected to federal guidelines, many school districts have found it very difficult to suspend or expel troublemakers. Another principal in Washington described his quandary to a Congressional Committee:

*. . . In the past, a principal could run his school and suspend those students who became disruptive and disorderly without going through a long drawn-out procedure which would put him on the spot. A principal used to be able to use his discretion, but not any more. It's as though a principal has to ask "May I" before he can do anything these days. As a principal, I am afraid to take strong action anymore for fear of being removed from my position by the administration, who give in to the community and student pressures.*

An assistant principal in the District of Columbia was just as blunt:

*Discipline here at Jefferson is horrible. It takes all of our time just*

*to maintain order. It is so bad that we have no time to supervise teachers, and when you suspend an unruly student, the administration seems to take the side of that student.*

As an experienced teacher told a Congressional investigator:

*Our jobs [as teachers] are almost literally, untenable. . . . Dangerous and disruptive students still come to school. Without ways to deal with them, there will be no satisfactory discipline; or teaching; or learning. Death and injury have occurred in the schools and nothing has been done, and nothing is contemplated to help the victims or their families. Right now, at this moment, I cannot tell you whether I have the legal right to evict or even object to the presence of unwanted visitors in my classroom.*

Today's sophisticated students know their teachers' hands are tied, and many take full advantage of it. Every radical and militant is a certified latrine lawyer passing the word to one and all that "they can't do a thing to you." As yet another Washington teacher lamented: "Students can do or say anything they want to a teacher, and teachers have to take it. If a teacher refuses to take this vile abuse, he or she will be called on the carpet to explain." Leroy Mack, a teacher with fifteen years' experience in the federal D.C. system, explained the situation in these words:

*. . . The corporal punishment rule is flaunted in our faces daily: "Don't touch me!" - whether the person about to be "touched" is disobedient, disorderly, engaged in vandalism or fighting, or whatever. . . .*

*The [federal] Board of Educa-*



*tion has forbidden corporal punishment since 1918. There is no provision for getting rid of under-age students, no matter how disruptive and dangerous their conduct. And I am not convinced for a moment the Board actually wants to do anything.* (House Report No. 91-1681, Page 167.)

Under the federal system the most that can happen to a student in the line of punishment for anything short of mayhem is to be suspended for a few days. "Liberal" judges put students back in the classroom even after they have assaulted a teacher. Keeping children after school, a common practice in most elementary schools, is today impossible in the central city because teachers must leave the buildings together for safety purposes. Percy Ellis, a Negro who is principal at one of Washington's toughest schools, summed up the problem:

*Discipline has vanished from the homes and from the schools. It is in fact now impossible to fire or transfer a teacher. And nothing can be accomplished without discipline.*

Of course our "Liberals" are not doing these children any favors by insisting on permissiveness. In order to learn to function normally as adults, children from slum areas, many of them lacking fathers in the home, especially need that discipline which principal Ellis talks about. By depriving them of discipline our "Liberals" are condemning many of these children to lives of unproductive chaos, welfare, and crime.

\* \* \*

EVERY rational American would be grateful if there were some magic formula with which the problems discussed in this article could be eradicated. The truth is that the trouble in our schools is symptomatic of the breakdown of our society as a whole. As long as we have a

Welfare State which destroys initiative and individual responsibility, and rewards indolence and subsidizes bastardy, we are going to have problems with the public schools.

Doubtless the single greatest constructive step which might be taken, next to reestablishing discipline, would be to establish genuine phonics reading systems in central-city schools. By junior high school, the average central-urban youngster is two years behind the national norm in reading. Many are unable to read at all! Yet reading by phonics can be taught to any person with an I.Q. above seventy-five. Recently a group of Indian children in Arizona, youngsters who did not even speak English, were taught to read at the national average in a short period of time through an intensive phonics program. The truth is that the more disadvantaged a child is, the more he needs phonics. But, alas, the less are his chances of receiving such training. The "ghetto" youngster is the chief victim of educationists pushing the "look and guess" reading systems. A child who cannot read is obviously going to be frustrated in school and will soon be a behavior problem.

Two other moves which would greatly improve the school situation are making parents financially responsible for the vandalism of their children, and swift removal of non-learners and trouble-makers from the classrooms. "Liberals" vigorously oppose both of these suggestions. A Washington judge has even outlawed "ability grouping" within the federal schools as anti-democratic.

As usual, "Liberals" want to solve problems by spending more money on bad programs. But money is not the problem. New York City and the District of Columbia spend about \$1,000 per year per child, one of the highest rates in the nation. Spending in the District of Columbia is up sixty-nine percent in the last five years, while enrollment has been receding. Yet crime in the Washington



schools has skyrocketed while reading scores have plummeted. And it should be kept in mind that the District's academic problems are not the result of its schools now being almost totally filled with Negroes. Prior to 1954, all-Negro schools in Washington boasted excellent academic records.

"Liberals" also blame poor scholastic performance on over-crowded classes. But, as Washington principal Percy Ellis reports: "Teacher-student ratios are meaningless. We have 1,300 enrolled in Shaw, and on an average day 20 percent will be absent. Some classes might show as many as 45 on the books, but you visit the room and you'll find eight or 10 actually attending."

In the eyes of the U.S. Office of Education the panacea for solving the central-city education problems is to bus urban children to the suburbs and suburban children into the center city. "Take the bus and leave the schooling to us," might well be the slogan of the H.E.W. bureaucrats. But, such bureaucrats also know that the rationalizations they give for playing musical chairs with buses are, if you will pardon the expression, lies. In 1965 the Department of Health, Education and Welfare financed a famous Johns Hopkins University sociologist, Dr. James Coleman, in the most extensive study of public schools ever made. The survey covered 4,000 schools with 600,000 students in grades one through twelve. The results shocked "Liberals." Harvard educationist Christopher Jencks commented on the Coleman Report in the *New York Times* of August 10, 1969:

*The survey did not support the second proposition, that black schools spend significantly less money per pupil than white ones, have substantially larger classes, get worse trained and less experienced teachers, operate in more antiquated and crowded facilities, rely on less adequate textbooks and equip-*

*ment and so forth. On the contrary, the survey uncovered only one major measurable difference in these items between black and white schools: the black schools had more black teachers . . .*

*In other respects, however, black and white schools proved surprisingly similar. Later analyses, while largely confined to Northern urban elementary schools, have shown that schools which serve rich and poor children also have quite similar facilities, curriculums and teachers . . .*

*More important, even, was the report's conclusion on the third proposition, the expected cause-and-effect relationship between inadequate school resources and low student achievement. In fact, neither black nor white children of a given family background did significantly better in schools with high expenditures, large libraries, accelerated curriculums and so forth . . .*

And now the bomb! Professor Jencks' article says that "studies . . . have shown that most black children's academic performance improves only a little or not at all in integrated schools. Most people have therefore abandoned integration as a solution, at least in big cities."

"Most people," however, does not include the Supreme Court or the Department of Health, Education and Welfare — even though this conclusion has been corroborated by many other studies. The following is from the *Santa Ana Register* of January 26, 1970:

*Integrated by an elaborate system of busing over the past five years, Ann Arbor's schools have suffered little from violence. But educational gains by Negro pupils have been slight. According to Dr. Patricia Carrigan, the Ann Arbor [Michigan] system's director of re-*



search, "The most depressing thing about this study is that we did not break the cycle of black children falling behind in school."

Martin Mayer writes in the *New York Times Magazine* of May 2, 1965, of the outcome of a similar experiment in New York City:

*Not long ago, many of us felt that a large share of the Negro failure in the schools was itself the product of segregation; but almost nobody whose opinion is worth considering believes it today....*

*A year ago, for example, with a burst of publicity New York announced the abandonment of the group-I.Q. test, on the grounds that it was culture-biased and discriminated against Negroes. But the reading test that was substituted slots children almost exactly where they were in the abandoned I.Q. test — and what difference there is works against Negroes.*

*At the same time, because placement would not be by "objective" achievement rather than by I.Q., the elementary division sent out a circular urging that children be most strictly grouped according to their performance levels. The real result of the acclaimed abandonment of the I.Q. test, then, is that Negro children in 1964-1965 are more likely to be in the bottom classes of "integrated schools" than they were in 1963-1964.*

According to the *New York Daily News* of November 26, 1971, the response of the New York City School System was to put forth a plan which would involve busing 215,000 students back and forth across the City at an additional cost of "slightly over \$31 million." And, based on the Burger Court's *Swann* decision of April 20,

1971, more and more federal district courts are ordering busing to achieve "racial balance." The results have been tragic. As Joseph Alsop put it in the *Washington Post*:

*The fact is that something perilously close to race war has now begun in just about every integrated high school in the United States. This is not a Southern problem, it is a nationwide problem....*

*In many places the simmering conflict has already boiled up, or may soon boil over, into major violence between whites and blacks. And in New York, Chicago, and elsewhere, there are actually high schools where the race war is so serious that large numbers of police have to be continuously stationed in the school buildings.*

And columnist George Schuyler writes in *The Review Of The News* for June 16, 1971, of the racist result of such busing:

*Instead of increasing racial fraternity, the black students are belligerent, clannish, and self-assertive. Whites and blacks study apart, sit apart in cafeterias, and play apart; thus a gap of misunderstanding and suspicion yawns between the two groups, with a backlash among whites and hypersensitivity among the Negroes, always charging discrimination....*

Often there is a double standard on the enforcing of school rules. A white student at one of the suburban high schools complained after one of the frequent interracial brawls: "They get away with murder, cutting classes, hiding behind doors, not bringing their trays in. If it was white kids that did that, they'd get in real trouble."

White students also resent academically unqualified Negroes receiving scho-



larships and admission to colleges in preference to qualified whites. The result is a worsening of race relations. In artificially integrated schools there is an almost universal problem of ghetto toughs extorting money from smaller or weaker whites. In one school, Negro girls were charging white girls ten cents to get into the lavatory, and one dollar to get out. Many children wind up surrendering their lunch money for "protection." If they refuse to pay, they are severely beaten. Others are beaten just because they are white.

Although the situation is dangerous for students in suburban schools, it is even worse for those who are bussed into central-city schools. For them, every day is an adventure in survival.

But the masters of the "Liberal" elite do not care. They do not send their children to such schools. Members of the New York City School Board, for example, all send their children to private schools. Not one child of any of the top officials at H.E.W. is being bussed. "Liberal" columnist Stewart Alsop admits the hypocrisy of Democratic Presidential hopefuls on the busing issue:

*The other liberal Democrats have displayed no unconquerable urge to send their children to a central-city school to promote racial balance. Sen. Edward Kennedy and Sen. Birch Bayh have children at St. Albans, Washington's closest approximation to St. Grottlesex. Sen. William Proxmire's child goes to Landon, another private school, and so did Sen. Hubert Humphrey's most recent school-age child. Sen. Edmund Muskie's school-age children go to private Catholic schools. Sen. George McGovern's five children have gone to the suburban Bethesda-Chevy Chase school, currently with about 3 percent Negro enrollment. As for New York's entry, Mayor John Lindsay, some years ago Mrs. Lindsay remarked*

*flatly that her children had always gone to private school and always would.*

*It is a good guess — and indeed, no guess at all — that those liberal commentators who have been most critical of the President's anti-busing stand have displayed a similar disinclination to sacrifice their children on the altar of social justice. Nor is this disinclination particularly shameful — for surely it is understandable that every parent wants for his children the best education he can afford. That kind of education is rarely if ever available in schools which are given an artificial racial balance by busing or other means. A two-month survey by the New York Times in 1970 reached the amply documented conclusion that "in virtually every part of the country where schools have substantial Negro enrollments" the result has been "racial polarization, disruptions, and growing racial tensions that sometimes explode into violence." That is not the sort of school to which even the most dedicated liberal would voluntarily send his child.*

But, such "Liberals" will send your child to such a school! Like other ruling class "Liberals," even Mr. Alsop is sending (or has sent) his six children to private schools.

Other prominent busing advocates who send their own children to private schools include Associate Justice Byron White, Republican Senator Charles Mathias, Republican Senator Charles Percy, Democrat Representative Carl Albert, Republican Representative Ogden Reid, Democrat Senator Walter Mondale, Republican Secretary of Defense Melvin Laird, Presidential assistant Donald Rumsfeld, former Senator Eugene McCarthy, and Democrat Senator John Tunney.

Commentator Mike Wallace recently



featured this consummate hypocrisy on his C.B.S. Television report, but the Democratic Presidential candidates who normally pant over any opportunity for television exposure, all refused to appear. Mrs. Donald Fraser, whose husband is one of the most Leftward members of Congress, admitted to Wallace: "Your children get educated only once." That's why the Frasers took their daughter out of Washington public schools and placed her in the private Georgetown Day School. Mrs. Fraser told Wallace that her daughter was used to having white people around in school, and while there were three or four black pupils with her in each class at Georgetown Day School, "they're much nicer" than the blacks in the public schools.

The *Washington Post's* Nicholas von Hoffman, probably the most Leftwing columnist on any newspaper in the country, copped out to Mike Wallace: "Nobody wants to make their children pay for their own social philosophy." *Your* children, yes; *their* children, no. Von Hoffman's son is in a private school.

The most perplexed man Mike Wallace interviewed was Washington, D.C., Congressman Walter Fauntroy, whose son is the only black in his private school. Asked to explain, especially when a group of anti-busing mothers from Pontiac, Michigan, happened by during the interview, Fauntroy wept about "a whole history of neglect of the school system of the District of Columbia." Which is utter balderdash, as we have seen. Mrs. Fauntroy was more honest. As she put it: "I just don't think quality education is possible in the public schools right now."

But Congressman Fauntroy is not the only black notable whose children are used as "tokens" in the private schools. The Mayor of Washington, D.C., Walter Washington, has his child driven by limousine to private school each day, just as Mike Wallace reported. "Liberal" columnist Carl Rowan also has his children in private school. So does "Civil Rights"

activist Clifford Alexander. And Supreme Court Justice Thurgood Marshall's children also attended private schools in Washington.

Even some Black Nationalists won't send their children to the federal schools in the District of Columbia. Julius Hobson, an avowed Marxist and militant who is a former member of the District school board, put his own daughter in a private school. "If you can afford a private school, you're crazy if you don't," he said. "With the D.C. public schools the way they are, it's a disservice to leave the child in."

Obviously the children of the ruling elite do not allow their children to go to the kind of schools they want your children to attend. Stewart Alsop laid it out in *Newsweek* for October 18, 1971:

*Whose children, then, do get bused across town to provide racial balance in central-city schools? The answer is quite obvious — the lower stratum of urban whites... who are already up to their eyeballs in debt, and who can't afford to escape to the white suburbs, much less to send their children to private schools. These people are the traditional basic constituency of the liberal Democrats — and the notion that their children are being used to salve the consciences of ruling-class liberals is not likely to please them one bit.*

*Is it really morally correct that a little Linda White, say, should be bused across town to experience "racial polarization, disruption, and... violence" for one reason only, that her parents cannot afford to extricate her? Is it not at least morally dubious that America's ruling-class liberals should support class legislation in the form of a court edict, which forces the unaffluent whites to send their children to schools where affluent whites*



*will not send their children? Surely this kind of Marie Antoinette liberalism plays directly into the hands of the likes of George Wallace, and erodes the support of the basic constituency of the liberal Democrats . . .*

Which is just what Richard Nixon fears. Possibly the nation's most pre-eminent reader of political trends, Mr. Nixon is well aware that the Gallup Poll showed only eighteen percent of Americans (including Negroes) favor busing. So Mr. Nixon vociferously denounces busing while saying that we must obey the law of the land. What he does not say is that he appointed two of the Supreme Court Justices who voted in favor of forced busing. He also says nothing about the fact that the two men he has appointed to head H.E.W., Robert Finch and Elliot Richardson, are both strong busing advocates. Mr. Nixon's first Commissioner of Education, Dr. James Allen, had literally earned the nickname "Mr. Busing" for his championing of busing plans in New York. Allen's successor, Sidney Marland, is also a strong proponent of Greyhound education.

These are the men who were responsible for instigating the suits which led to the forced busing decisions of the Supreme Court. If Mr. Nixon is really opposed to busing, why did he appoint such men? Why did he allow them to institute the suits? Why hasn't he removed the chief busers?\*

Congressmen too can read polls. They have recently voted against allowing federal funds to be used for busing. But it

was strictly show biz. Such a clause has been in the education appropriation bill for several years. What actually happens is that a school district decides to bus (or is forced to by the state or a court order) and pays for it with local funds taken from existing programs. Then H.E.W. provides grants for those programs which were depleted to finance busing. Through this ploy, the Nixon Administration winds up financing busing by evading the law, all the while proclaiming opposition to the program. If Congress were sincere, it would cut off federal funds to any district that buses schoolchildren for racist purposes.

But the ruling-class "Liberals," drunk with power, know that they can use the increased turmoil resulting from busing to justify other federal grabs for power. Soon we will have a totally federalized school system. You can't have a dictatorship if you don't control the school system. The most important thing you can do as a parent is to keep the politicians and bureaucrats from using your children as cannon fodder in the power grab. If at all feasible, get your children out of the grasp of the certified government child molesters by getting them out of the public school system.

And don't be satisfied by statements from politicians that they will oppose busing. Demand action, not rhetoric. Senator William Brock of Tennessee has introduced a Constitutional Amendment which would make it unlawful for public school assignments to be made on the basis of a child's race, color, or other condition of birth. Any politician who is sincere in opposing busing will back the Brock Amendment. Why not ask your Congressman and Senators about it? And while you are at it, you might just send them a copy of this article. Many of our representatives in Washington are good men who honestly don't know what is going on in our schools. If we let them know, perhaps they'll help us to set things right. ■ ■

\*H.E.W. Secretary Elliot Richardson's son is chauffeured to a private school each morning. Attorney General John Mitchell, the man charged with enforcing Court busing orders, sends his daughter thirty miles each day to keep her out of the D.C. schools. Richard Nixon's daughters attended private schools while he was Vice President after only one day in an integrated public school.