

EDITORIAL

By Paul C. Smith

TO BE OR NOT TO BE

It is with mixed emotions that we view the proposed voluntary intergration plan and its alternate. Both plans appears to be to lopsided when solidly facts are compared. Especially when one considers the total number of Blacks to be bussed against the total numbers of Whites being bussed, and start weighting the percentages involved in respect to the total involvement. Then the embalance looms even larger.

Again in the 6th Grade Center Plan one must consider that Blacks would bussed for 5 years out of 6 and Whites only 1 out of 6. So this plan gives preferential treatment to Whites.

So the facts show that in the adoption of this, 6th Grade Center Plan the administration or whoever, are attempting to follow a line of LEAST RESISTANCE. It goes without saying that the District would not even entertain a thought about busing whites for 5 of their 6 elementary school years.

Moving on to the Voluntary Plan, we again have some facts to evaluate. Why does or will the District expend the large sum of dollars just to attract Whites to come to the Prestige Schools? Is the District saying that all of the other elementary schools are not equipped to give Top Quality Education? If so, Why? Answers to these and other perplexing questions are difficulty to come by. Because no one appears to have the answers. The President, and the Courts have not come up with rulings that they back up 100%.

Now we consider the boycott. Remembering that in many areas of the U.S.A. many White Schools closed rather than intergrated. Many communities held classes in churches and club houses, The Quality of Education dropped. Those students were being schooled in non-accredited schools, whose creditability was not accepted nation wide. At first their parents thought that prejudices was more important than education. But who suffered because of that stupidity? The children. Now hardly no one desires to have their children handicapped by this void in their education. So where do we go from here?

It appears that neither Blacks nor Whites will be totally happy with what ever plan is used. And that includes the one your writer proposes.

Why not have a drawing to determine what school your child will attend? Everyone would have a 50-50 chance of drawing his neighborhood school, that is if the drawing was held on a multiple pairing base, or just drawing that would put all elementary schools into one hopper and let chance name the school. Everyone would have the same chance.

Using this plan would require extensive busing, but it might be possible to use routes and transfers to complete the trip, that would not take as many busses as one might think.

However stupid the plan might appear, no one No, not one could say that it was discriminating. Therefore more parents would go along with the program after all this a Gambling Town. The Big Brains could make workable.

Minority Report

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(Editor's Note: Central State University does not necessarily agree or disagree with the opinions of Dr. Alsbrook.)

BLACKS' LOWER I.Q. SCORES ARE NOT DUE TO RACIAL FACTORS

Is it really true that black children are not mentally equal to white children?

Is it true that black adults are not mentally equal to white adults?

Opinion on these two question has been strong ever since moralists began to question the in-

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MUST WORK TOGETHER FOR FULL AND EQUAL EMPLOYMENT.



stitution of slavery hundreds of years ago. European slavers, striving to justify their iniquitous trafficking in human bondage, argued that blacks were mentally inferior to whites and that therefore whites were within their rights when they enslaved black humans.

The same argument has been passed down through many generations and has been enshrined (among other places) in the halls of "learning" at Louisiana State University in the form of an approved master's degree thesis written in 1928 by former Louisiana Governor Jimmy Davis.

ARMY TESTS IGNORED

Acceptance of this "learned" paper was made despite the famous World War I U.S. Army tests which although imperfect showed that the Intelligence Quotient (I.Q.) of northern blacks exceeded that of southern whites.

Meanwhile, southern blacks, ranked at the bottom in the I.Q. scores have migrated to the North, enlarged ghetto areas and served as guinea pigs in innumerable educational tests and surveys purporting to prove various points concerning racial mentality.

Test results obtained in segregated schools suggest that, generally, white children score higher in I.Q. than do black children.

ENVIRONMENT A KEY

Some experts have attributed this lower ranking of blacks to cultural and enviromental differences, with the resulting development of Head-Start-type programs including the highly rated television series, Sesame Street.

Other researchers have discovered that the lack of an adequate diet in early life diminishes protein intake and thus deters proper physical development of the thinking mechanism.

The point that impaired self-image adversely affects intellectual attainment has been made repeatedly by eminent psychologists.

The latest relevant finding, however, was reported a few weeks ago in a study presented to the 27th congress of the International Psychoanalytic Association in Vienna, Austria.

VIOLENCE HARMFUL

Two researchers reported that standard in-

telligence scores of blacks ghetto children might be falsely low because of the children's subconscious preoccupation with neighborhood violence. The researchers had selected two "retarded" black children in America, worked with them for about three years and then found them to be normal. They reasoned that abstractions in school were not handled normally when an atmosphere of violence was absorbed into the unconscious and manifested in the form of fantasies which reduced reality preception (learning).

Now I am wondering when the researchers will test thoroughly and compare differences between Appalachian whites and Ghetto blacks. Both groups are products of poverty and manifest similar types of "cultural deprivation."

And when will a meaningful analysis of all these tests be made and publicized?

On that day, unbiased findings will show that I.Q. score differences result from social, economic, and cultural differences and have nothing whatsoever to do with race or ancestry.



PROGRESS HAS NO ENDING, BUT IT DOES HAVE A BEGINNING

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