

MINORITY REPORT,

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(equality) was not attacked directly because it is praise worthy and patriotic. Instead, opponents beclouded it with arguments concerning failures of school integration, mental inferiority of blacks, etc.

2. The best means of reaching the legitimate goal was found through careful study to be that of transporting pupils by bus to various schools--just as 14 million children already were being bused to school each week day.

But opponents, including President Nixon and Governor Wallace, began suggesting strongly that the dominant purpose of busing is that of "unnecessary and implicitly "undesirable" integration. At his point, Busing became a CODE WORD FOR INTEGRATION in many parts of the nation.

OPPOSITIONS SUCH AS NIXON AND WALLACE IGNORED THE BASIC GOAL AND LEGAL REQUIREMENT OF EQUAL EDUCATION OPPORTUNITY.

"BAIT AND SWITCH"

At this point, opponents of the legitimate goal used the "bait and switch" moves. The devised inflammatory code words such as "forced busing" and revived "race mixing" to draw attention to the code message (anti-integration) and discredit the means (busing). Then they upgraded this means to the status of the legitimate goal (equal educational opportunity) and downgraded the legitimate goal by ignoring it.

3. With the switch made and the central issue now appearing to be busing, opponents of the legitimate goal (equal educational opportunity) intensified condemnation of the substituted (busing) and began to "search" for a "solution."

4. When passions became high, the politicians tested the political winds by having associates propose the camouflaged destruction of the legitimate goal through an indirect approach (new Constitutional Amendment) ostensibly to get rid of the substituted issue, busing. They did not attempt to deal directly by repealing the 14th Amendment, for such an effort would arouse public concern and offend the high-sounding platitudes and fetishes of America's self-image.

Another Constitutional Amendment, however, could severely cripple the 14th Amendment and erase civil rights gains won since 1954.

READY FOR KILL

5. The stage is then set for the leader to "respond" to the "demand" of the public and "show statesmanship." His subordinates having tested the political winds, the leader knows how best to eliminate the original, legitimate goal (EQUAL EDUCATION OPPORTUNITY WITH ACCOMPANYING INTEGRATION).

The destruction of the original goal is made to look good because many of the goal's potential beneficiaries (blacks) have condemned the false and inflated issue (busing) and sided with those who demanded anti-busing action with its concomitant elimination of the original goal. Most of the anti-busing blacks probably would not understand what had happened until intensified discrimination revealed that the 14th Amendment had been weakened through damaging and precedent--establishing exceptions.

This writer believes that many in the Silent Majority have not been trying specifically to liquidate the equality provisions of the 14th Amendment. They desire to kill the requirement to integrate schools; but they cannot kill that requirement without also doing violence to the 14th Amendment and racial equality. We must remember that in many areas, busing has become a code word for integration.

Racism and love of one's own children are powerful emotions which without much provocation can rage and distort perspectives. Political opportunists have done very much to exploit these feelings.

A good analogy in this controversy is that Nixon, Wallace, and others are advocating that the sickness (lack of equality guaranteed in the Constitution is preferable to the medicine (integration and busing).

Perhaps this explains why some say we live in a sick society.

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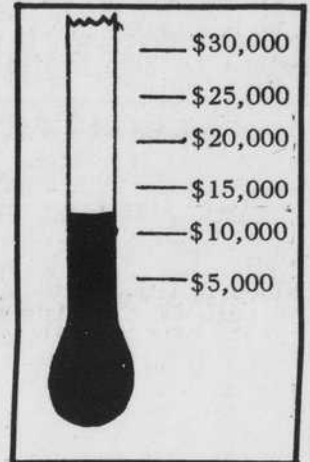
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