

IMMEDIATE RELEASE

15 July 1964
Washtenaw County Conservatives
George F. Lemble, CLU, President

Remarks by Washtenaw County Conservatives at
Arbor School Board Open Hearing, July 15, 1964.

This is a formally approved statement by Washtenaw County Conservatives
a non-partisan group of citizens of this community.

We would first like to clarify an erroneous impression which may have
reached members of this Board from a headlined newspaper report of the
June 24 Public Hearing on this same subject:

- 1) There was no organized "attack" on the Report by Washtenaw County
Conservatives, or by our membership.
- 2) The newspaper article strongly indicated that the only persons
questioning the Report were Conservatives. There is no basis in
fact for this assumption. In fact, questions were raised by others,
including parents of Jones School children--a fact pointedly not
reported in the newspaper article.

We wish tonight to bring to the attention of this Board several aspects
of the proposed Jones School action which may not have been cited pre-
viously:

- (1) The proposition is a most radical departure from normal procedure,
and is nothing more than an unproved and unsubstantiated Hypothesis.
In fact, where it has been tried elsewhere, it has failed to pro-
duce the hoped-for results.
- (2) The proposed action is clearly contrary to the spirit of estab-
lished law and judicial decision. There are two significant
citations:
 - (a) In the case of Bell vs. School City of Gary, the court said
" - - requiring certain students to leave their neighborhood

and friends and be transferred to another school - - - simply for the purpose of balancing the races of the various schools would - - - be indeed a violation of the equal protection clause of the Fourteenth Amendment". (We will be glad to loan our copy of this decision to the Board).

Paragraph (b) of Title IV of Public Law 88-352 - - this is the 1964 Federal Civil Rights Act - - says, "- - - 'desegregation' shall not mean the assignment to public schools in order to overcome racial imbalance". (We also have a copy of this Act for the Board).

This proposed action may very well introduce other problems which will be even more difficult to solve in the future. The effect on the children involved may be more damaging psychologically than the value of any questionably possible educational advantage.

For example:

- (a) The very remoteness from the home may tend to reduce the responsiveness of the child to the family, and of the family to the child. Creation of intra-family trauma would surely be a most unhappy by-product of any public action.
- (b) Bus-riding time is an absolute waste, a negative value which adds nothing to cultural or other development. In fact, it introduces additional traumatic factors.
- (c) The Jones School students now associate daily with other children who are their economic and social peers. The proposed change would tend to place them in a different relationship in this sense - - which could work to significant psychological disadvantage.

We would refer the Board to the 1963 Progress Report of the Perry

...School Project, which contains such information as (and we quote):

4) "It has been found that there is no significant difference in either intelligence or achievement between the Negroes attending the integrated school and the all Negroe one." (Interestingly, this premise is supported by data contained in the Report to this Board).

5) "It is evident that merely integrating the schools is not the solution to the problem of the education of the lower-class youth."

5) A few years ago the boundaries for Jones school were changed, taking a large number of white children out of the Jones district. Were this change simply reversed, the ratio of Negro-white might adjust dramatically.

6) The Report praises the value of programs of "enrichment", and "compensatory" programs to make up for environmental deficiencies in the area. Then it adds that "special personnel are not immediately available" -- precisely what is demanded by the conclusions of the report.

Further, if bussing occurs, such personnel (unavailable as they seem to be) will be needed in every single school to which Jones School students are bussed. Thus, the proposed project will complicate the very problem which it purports to solve.

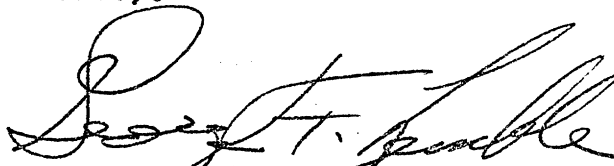
7) The wishes of the parents of the Jones School children ought to be of prime concern to the Board. Apparently there has been no survey of their attitudes and wishes; presumably such project is still in the planning stage.

8) The function of the School Board is education. The Board has no

proper authority to use its power to rebuild the social structure
of the community, nor is there any charge to the Board to develop
optimum racial mixtures"

ere the Board to assume such authority, a most dangerous precedent
ould be established. It would be tantamount to assumption of un-
limited power to destroy the neighborhood school concept, and to
erce ideas of social reform through the school system.

do not believe that this School Board will establish such pre-
cedent or exceed their proper authority.

A handwritten signature in cursive script, appearing to read "George F. Lemble".

George F. Lemble, C.L.U.
President