

Los Angeles . . .



WE must rule the Schools!

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the Schools**



The Slow Boat to Nowhere

What kind of life is ahead for our boys and girls who go to public school in Los Angeles County?

Our boys and girls are on a slow boat to nowhere. There are a few good teachers and good classes, but these are for the middle-class children—mostly white. The working class children get such bad schooling that they can hardly even read.

Even the Board of Education (which is really a Board of Mis-Education) says that most of our boys and girls are years behind now. The end of the line for them will be a low-paying

1968-69

job, or maybe no job, or learning to kill other working people in Vietnam or other oppressed countries.

Now, why is this? Can we do anything about it?

Schools Serve the Rulers

Every school system in history has been the front man for the ruling power of the country. The schools aim to train people to serve the rulers' interests.

The aim of the L.A. Board of Education is no different. This board represents those who control this society: the ruling class.* It "educates" people to fill the economic needs of the ruling class. Today they need a small group of intellectuals to teach, service, and act as "spokesmen" for the people; a group of scientists and technicians to organize industry; a large mass of working people to run that indus-

*We use the term "ruling class" here to describe the group of bankers, bosses, and landlords who own the large industrial plants, factories, buildings, and farms. They actually determine who will be President, governor, mayor, police chief, judge, etc. This class of rich people that run this country are the exact opposite of us and are our enemy; as long as they run the country we will never be free.

try; and a large group of unemployed, unskilled workers to serve as "competition" for the employed labor force.

The rich ruling class needs profits to survive. They need unthinking workers who will be forced to work in low-paying jobs. They need soldiers. They don't want to give our children good schooling—they want them to have just enough to put them in a bad job or in the army. And the rich ruling class doesn't want to spend money on good schooling for the working class—they would rather spend billions on the army and the police who keep working-class people down, here and around the world.

Of course, they have some good jobs which need better schooling. They want to give these jobs to "their own kind." The good public schooling goes to people who the ruling class can trust to keep their system of robbery running smoothly. These are the middle-class families—mostly white, plus a few other educated misleaders who will help sell out and oppress their own people.

Bad Education? It's Planned

Since education is controlled by those in power (the ruling capitalist class), they have made sure that those not in power (the working class) should get the worst education. The worst

WORKING CLASS GETS WORST OF THE SCHOOLING

District	Reading Scores by Grade (Based on 100)				Student-to-Teacher Ratio
	1st..	3rd..	6th..	10th	
Beverly Hills (White middle-class)	76	82	79	74	24.9
Lawndale (White working-class)	47	39	35		32.4
Los Angeles	29	37	43	46	32.7

(In the city of Los Angeles as a whole, 42.9% "minority"— mostly in Black and Mexican-American ghettos.)

(Source: L.A. Times: February 23, 1968, p. 18)

ELEMENTARY DISTRICTS

District	Reading Scores by Grade (Based on 100)			Pupil Cost	Pupil-to-Teacher Ratio
	1st..	3rd..	6th		
Hermosa Beach (Middle-class)	58	51	60	\$576.70	25.7
Lawndale (Working-class)	47	39	35	\$433.00	32.4
Lennox (Working-class)	34	38	42	\$431.31	33.2

(Source: Los Angeles Times: Bay Section, March 10, 1968, p. 5)

education means overcrowded classrooms; not enough educational equipment, such as audio-visual aids or tape recorders; outdated textbooks that different nationalities cannot relate to; etc. This means MIS-education. Part of mis-education is the distorted history of the working class, and the failure to teach the real history of Afro-American and Mexican-American struggles. How many Los Angeles school students know of the struggles of Zapata, Nat Turner, or of the General Motors workers in Flint, Michigan in 1937?

We know the rulers need this kind of school system to keep the country going the way they want it. But WE WANT our children to grow up and be proud of their own people and be ready to look any man in the eye. WE WANT our youth to know enough to be able to do anything they want—even read and write and plan about how to change the whole U.S. imperialist system* so that they don't get cheated all their life.

***Imperialism is a system (U.S. capitalist system) that—in order to survive—must make colonies of other countries and take away their raw material and their land, control their economy, enslave their people and make tremendous profits off the peoples' misery. U.S. imperialism must also exploit the people within their own country in order to hang on and make themselves even richer!**

What Are They Teaching Us?

Often we hear the comments that some children are born with reading or writing handicaps, or that their ability to learn is poor, or that "they don't want to learn." Will a child in an East Los Angeles elementary school be interested in learning if none of his teachers speak Spanish or if they pay no attention to him because he "has a language problem"? Is it that he doesn't want to learn, or that they don't want him to learn? Teachers must also realize that their colleges teach them how NOT to teach working-class children.



L.A. Ignores Spanish-Speaking

According to L.A. School District figures, at least half of the students who enter East L.A. high schools such as Garfield, Lincoln, and Roosevelt don't graduate. There are a number of reasons for this. As mentioned before, there is no attempt made by the L.A. school officials to recognize the special needs of Spanish-speaking students. Los Angeles County has the largest

Mexican community outside of Mexico City, Mexico. Yet there is no effort made to recruit Spanish-speaking counselors or teachers into the East Los Angeles schools. (In the East L.A. elementary schools only approximately 125 out of 1,675 teachers speak Spanish.) There is no emphasis in the school curriculum on Mexican heroes. If someone like Pancho Villa or Zapata is mentioned, he is brushed aside as having been simply a bandit or a terrorist. In other words, the children, from elementary school on, feel that they are alien to the school system, the curriculum, and the teachers. They see that the school does not relate to or understand their problems and background.

Black-area Schools Also Bad

In the Black, South-Central, area of Los Angeles, the problems are somewhat similar to those in East Los Angeles. There is no common bond there between the students, the teachers, and the school board. The student goes to school because he has to (up to age 16, according to California State Law). In most cases, but not all, teachers teach because it is a job. Most new teachers are assigned to ghetto schools in a kind of training program for a year or two. Not long after this they leave. Therefore there is a constant movement of teachers (mostly white) from

Jordan, Fremont, Manual Arts, and other Black ghetto schools to white middle class schools like Palisades High, University High, and Fairfax High.

Even many Black teachers wish they could be transferred. But most are stuck in the ghetto schools. They have no common relations with the students either. Too often their attitude is one of "I made it, so can you." They usually live in the Black middle-class section of the ghetto, and despise other working-class ghetto residents. Some of these teachers brand the children as being too dumb or too apathetic to learn. They don't consider the board, or outdated teaching methods and a lack of teaching equipment, as responsible for low reading scores.

Black Children Brainwashed

The Black child is not taught the true history of the Afro-American struggle in this country. He learns that George Washington is the "father of his country" or that Abraham Lincoln "freed the slaves." He has never heard the true history of slave revolts, of Nat Turner, Frederick Douglass, or others. He has heard of certain people he is supposed to identify with, such as Booker T. Washington, George Washington Carver, or Jackie Robinson. Even more recently, Martin Luther King became a 'hero.'

Black children are mis-educated to feel that they have no history of real struggle. It is like Abraham Lincoln "did us a favor and set us free." It's like Martin Luther King fought the right way and the only way—non-violently. In other words, Black youth are led to believe that they have no real fighting heroes. The only projected "heroes" are those who are accepted by the ruling class. The schools will play up Martin Luther King because his policy of non-violence was not helping Black people gain their liberation. His non-violence only helped those in power



keep their power. The Boards of Education in many cities will start naming schools after Martin Luther King. Black youths are taught to hate themselves and their past. It is no wonder that the drop-out rate in South-Central high schools is over 40%. These students see no future in school.

Schools or Prisons??

The attitude of the Board of Education along with the city officials is that school should serve to: a) brainwash and mis-educate children about the American capitalist system. This includes justification of every imperialist war waged by this country; b) to train the youth to fit into factories in order to produce more for the rich capitalists; c) to keep thousands of young people off the streets so that "law and order" will be maintained. It's not out of the question that Los Angeles and many other large cities will pass laws to make school attendance compulsory during the summer months. This, in order to "keep the summer cool."

White working-class children like those in Lawndale, Venice, Baldwin Park, Torrance, and other cities are also victims of class exploitation. Of course, they aren't told of real working class struggles in this country, like the bloody history of the struggle to organize the CIO unions.

Many of their parents are members of these unions. They probably know about fake union leaders like Gompers, Meany, Reuther, and others. But do they know about the bitter class struggles of millions of industrial and agricultural workers in this country? And if they have heard of John Brown they were probably told that he was an insane or senile fanatic.

Not only is there mis-education being taught in history, but there is a substantial difference between the resources allocated for white middle-class schools and white working-class schools.

Story-books Lie About Parents

One of the most obvious contradictions in working-class schools (which the parents should be aware of) is the image of the parent that is presented in children's story books. The father is pictured as a man with a suit and tie who works in an office from 9 to 5. He is a businessman who carries a briefcase. The mother stays at home with all her new automatic appliances, or drives her air-conditioned car around all day and usually just wastes time. These are slanders and insults to the working father who usually goes to work at 7 a.m. in denim work clothes and carries a lunch bucket. And the child's real mother may work on an assembly

line or in a packaging plant. She doesn't sit around all day worrying about what shade of finger nail polish to use.

Under socialism,* top concern would be the quality of education (including basic reading and writing) for working-class children. Children would get a true picture of past and present class struggles. The best educational opportunities would be provided for the working class because they have been systematically robbed of these opportunities under capitalist rule.

*Socialism is an economic, political, and social system in which the majority of the people (the working class and other now-oppressed people) run their own lives. They control production, education, distribution, and all the other things that the rich few of the ruling class control under capitalism. Socialism brings a better life for the majority of people, whereas the present system of capitalism benefits a small minority (the rich).

Our Children CAN Learn

If our boys and girls can't read, the present board says it's our fault. They test our child when he comes to school, and if they decide that our child is "not ready to read" the teacher is not supposed to try to teach him. The present board insists on so-called "realistic goals" for our children, and blames the bad schooling they give our boys and girls on US! They actually call US "culturally deprived."

Now, what kind of double-talk is this? It has been shown time and again in all kinds of programs, here and around the world, that if you give children the proper attention in school they will learn. They are young and



curious. They want to find out all about the world, and they will learn if you teach them right.

But boys and girls will not learn if they see you teach them lies. And they will not learn if the principals and teachers don't care. Our children are not stupid. Our children know a lot about what life is really like before they ever get to school. Our children know a lie when they hear it and our children know when a teacher secretly thinks they are hopeless.

Working-class boys and girls are turned off at the beginning by sweet-talk books which never

tell it like it is, but only tell it like the middle-class dreams it. If the books looked at mothers, fathers, houses, streets, and cops through working-class eyes, our youngsters would want to read all about it.

We're Not "Dick and Jane"

But what do our boys and girls get instead? Well, everyone who has a boy or girl in school ought to take a look at those books which tell our children about the great life in America. It's unbelievable—so naturally our children don't believe it.

Our boys and girls are turned off by these phoney books and by a program which teaches them things which are of no interest to them and will never be of any use to them. (Even "job training" is mostly for jobs you can't get.) Our children are turned off by "don't care" principals and teachers who have been trained only in methods which work best for middle-class children. Our boys and girls are turned off when certain Parent Associations are controlled by middle-class parents who know how to pull strings and get the best for their children only. And our children are turned off when they see their teachers are more concerned about higher wages while backing down on demands for better schools.

MASS PUBLIC EDUCATION HAS COME TO MEAN SCHOOLING FOR A FEW, DETENTION FOR THE REST. There is no way around it. WE MUST FIGHT FOR CONTROL OF OUR OWN SCHOOLS. The principal and teachers of each school must "stand up and be counted" by the working class who attend that school—not the ruling class Board of Education.

But the ruling-class Board of Education is never going to GIVE away any Real Power. It wants to cool things off by CONSULTING with neighborhood people and talking them to death. We have had enough of this "consulting," which is always backed up by a veto power which the board keeps for itself. Of course the board set up by the ruling class will always try to stall people in empty consultations as long as capitalism exists. Only united struggles of working class parents can force these phonies to back down.



WORKING-CLASS POWER

Members of the community organizations fighting for better schools should come from:

- 1) Working-class parents whose children are attending the local school.
- 2) Progressive community organizations that are concerned with public education. (Working-class parents and students should decide which organizations.)
- 3) Teachers who work in the local schools. We must join hands with any teachers who sincerely put the children first. Teachers should be brought closer to the communities. They should live in the community.
- 4) Student representatives from the junior and senior high schools.

This doesn't have to be the exact plan. The main thing about the struggle for better working-class schools is that working-class parents and students must have a powerful voice.

We say that the working class should have a powerful voice in running the schools because we know that the working-class will not completely run the schools under capitalism. This will only happen under socialism. But under capitalism, working people should wage a strong fight for the best school possible.

These limited reforms will only come as a result of struggle. The bosses don't give up

anything easily, even small reforms and raises. The same goes for the schools. The Board of Education and the ruling class aren't going to give us anything. They are our enemies. They may talk about community control of the schools, but they know that the working class will not control the schools until their class (capitalist) is out of power.

False 'Community Control'

When the rulers praise community control, usually some of their stooges from City Hall are the front men for some false community control board. This false community control plan is usually financed by the state or federal government, or something like the Ford Foundation, as in some New York City communities. These interests are not really concerned about working class power, whether it's in the form of community control or some other form. These plans are only designed to fool real honest people that are fighting for better working-class public education.

We are the ones who use these schools most. We should have the power to look over the kind of job every principal and teacher is doing, and to replace anyone who is holding our children back. We should have the last word on curriculum—what is going to be taught.

WE DEMAND:

- * All children must be educated.
 - * Compensatory education in minority and working-class communities. (We realize that even equal educational opportunities in our communities would be better than before. But because the children in the working-class schools are so far behind, equal opportunities are not enough to solve the problem. For example, extra-small classrooms are needed in working-class and minority communities.)
 - * As much working-class control of the school as is possible under capitalism.
 - * **FIGHT THE BOARD OF EDUCATION** with working-class community organizations that make demands for better schools.
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Teacher --

Enemy or Friend?

A conversation often heard in the schools goes like this: "These Spanish and Negro kids are different from the kids when I was young. You just can't teach them."

There is a real wall between teachers and working-class boys and girls in L.A. today. Many teachers feel that working-class children don't want to learn. Many actually dislike and fear most of the students they are supposed to be teaching. If we counted up how many teachers have STOPPED TRYING to teach their students, we would think that the Board of Education is just a big baby-sitting service—and not a very

good one at that!

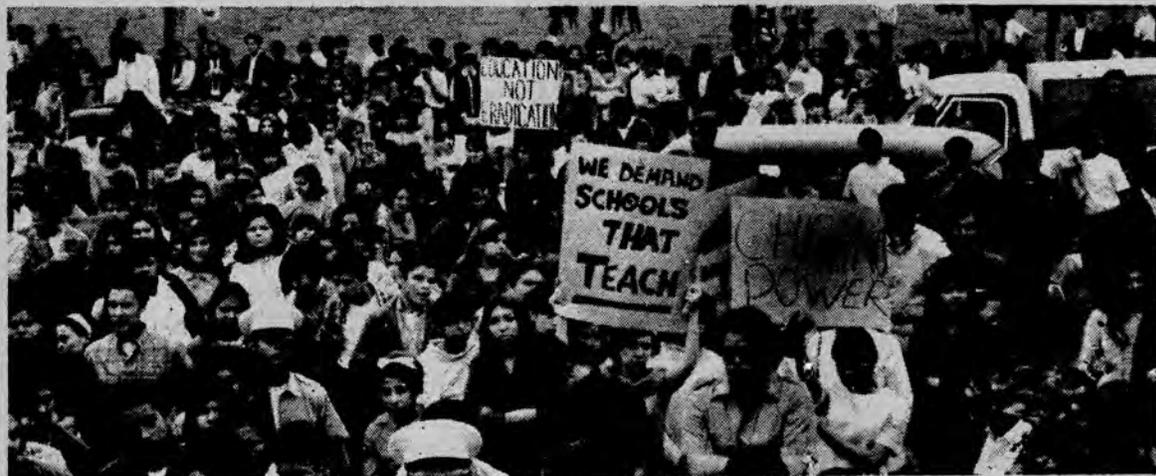
WHY IS THERE A WALL BETWEEN TEACHERS AND WORKING-CLASS STUDENTS AND THEIR PARENTS? Because the ruling class, operating through the Board of Education, has built this wall.

Many teachers come from the middle class. They learn to become teachers in college, but the courses given in college are pretty much useless in our schools. Teachers are not offered courses about the militant and revolutionary struggles of the Afro-American, Mexican-American, and other working-class people and their history. Instead, they learn methods for teaching middle-class children.

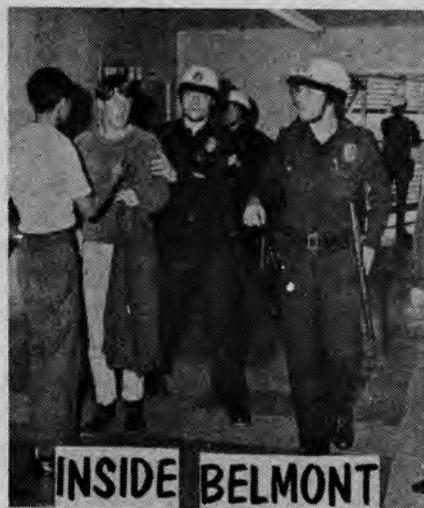
In many cases, when a new teacher comes to a classroom he is meeting Black, Mexican-American, and other working-class children for the first time. The teachers are in many ways alienated from our children.

Middle-class Teachers, Working-class Children

The teacher teaches our children the ruling-class values. These values say: workers are inferior; the U.S. imperialist system is the best for everybody; the people really control the government. These lies don't go down with Black, Mexican-American, and other working-class children.



Mass Rally led by "Chicanos" demands L.A. overhaul school system



Outside of Board: Black Parent Addresses Students



Plainclothes Policeman (with walkie-talkie) Arrests Belmont High School Student During Walkout

But if the teacher would help our children gain pride in their background and history of struggle, and help them read and write about their own real problems, the children would become much more interested and eager to learn.

(Many middle-class teachers are not at all sensitive to the background of working-class students and they think that there is something wrong with OUR BOYS AND GIRLS as a group. They never think that perhaps there is something wrong with the way they are teaching or with what they are teaching.)



Thus, because of this lack of training and the policies of the Board of Education, these teachers cannot teach our children. (We must remember the role of the state and federal governments in relation to the Board of Education. They determine how much money goes for education, the quality of teachers, and the kind of text-books used.) The teacher becomes, with the approval of the Board of Education, a full-time babysitter in the school. As soon as he can, this teacher leaves for a middle-class school where he is much happier to be with "his kind of people" and is encouraged to teach. Another new middle-class teacher takes his place in the working-class school, and our children go through the same nonsense for another year.

What happens to our kids? They get pushed through school without getting an education. It is the policy of the Board of Education to keep on promoting children who haven't been taught anything. Just keep them moving to higher grades and get rid of them. When our children finally get out of school, most are not ready for any type of work except low-paying jobs or the army.

WHAT KIND OF TEACHERS DO WE NEED?
First and foremost we need teachers who believe that every child can learn—teachers who will be creative in the classroom and who are

dedicated to the idea that it is their responsibility to teach every child. Teachers must be willing to join with parents to fight the Board of Education which is the major obstacle to education.

Teach it Like it Is

Teacher training must include courses for teachers in the real, fighting history of Afro-American, Mexican-American, and other working-class people. How else can teachers understand our children whom they are supposed to teach? In turn, teachers must be required to teach our young people about Afro-American, Mexican-American, and other working-class history—and teach it right, as a history of struggle. And our students should be warmly encouraged to write about their own feelings and problems. Also, teachers who teach in Mexican-American sections of the city must be required to know Spanish.

Teacher-training must be in working-class schools under the supervision of effective teachers. Where else can a teacher learn to teach working-class children? And our schools need more of the effective teachers and fewer “substitute” teachers if working-class children are to get a first-rate education. Teaching conditions must be such that good, dedicated teachers will want to teach in working-class

and minority schools. Teachers must play a decisive role in fighting for better schools.

What Can the Teachers Do?

Parents and teachers today are both facing unbearable conditions. The Board of Education has used the gripes and grievances of parents and teachers to pit the parents and teachers against each other, while the children get the worst of it.

Teachers who really want to teach should join the Community Struggles for better schools and against racism. The fight for these reforms can lead to a fight for the people's revolution. Many teachers seem to feel that if the community had a powerful voice in the schools, teachers would be forced to stop teaching and that young people would run wild through the school, beating up teachers. This is silly. Students want to learn, and their parents want them to learn. If teachers want to honestly teach, then their goal is the same as the parents' and students'.

THE REAL ENEMY OF BOTH PARENTS AND TEACHERS IS THE BOARD OF EDUCATION. Teachers who try to tell it like it is today are forced to shut up or lose their jobs. With community struggle, these honest teachers would have the strongest hand possible under capitalism. When teachers realize this, parents and

students will join hands with teachers in larger numbers.

What is needed now is a strong team of both parents and forward-thinking, sincere teachers. It is absolutely necessary that forward-thinking teachers join the fight for and with the students, and not just fight for themselves. Then the students will respect their teachers in the classroom and real education will begin.

A number of teachers, as indicated by the teachers' strikes in New York, Kansas, Florida, San Francisco, and a number of other places during the early months of 1968, are beginning to demand better teaching facilities as a step toward improving the quality of education. But the Associated Classroom Teachers of Los Angeles (ACTLA), of which most Los Angeles teachers are members, doesn't really fight for meaningful changes. The leaders of the ACTLA and the Board of Education have fooled some teachers into believing that their problems are basically different from the problems of other workers. This is not true!

As in most unions, the AFT (American Federation of Teachers) leadership does not provide the proper leadership. If the fighting teachers want to be heard, the rank and file must be prepared to organize and take on the union leadership.

The Board of Education

We mentioned, earlier, some of the roles that the Board of Education plays. It is simply the local arm of the ruling class (both local and national) in the area of education. Its real job is to help keep the profit system of exploitation going, propping it up by careful mis-education of children in the public school system. Because of the recent protests in the L.A. schools, the Board of Education and the local city officials have found it convenient to use certain "liberals" and "minority representatives" from the Board of Education. Julian Nava, a Mexican-American Ph.D. from Harvard University, helped them put the lid on recent student walk-outs in East L.A. Nava

is the newest "elected" member to the Board of Education and is supposed to "represent" the Mexican-American community. Nava doesn't even live in the working-class community of East L.A. and probably doesn't go there except to make political speeches or "cool down" rebellious youth.

Rev. James Jones is another member of the Board of Education, and he is supposed to be the unofficial representative of the Black



community. Jones is no different from the other members of the board who clearly know who they must serve—that is, the rich Los Angeles businessmen; NOT the majority of the students in the L.A. schools. Jones, along with Georgiana Hardy, supported the full use of police force to stop the picketing of Manual Arts High School by students and parents in the fall of 1967.

These liberals are afraid that the struggles of the people for better education will go "too far"—that is, that working people will take charge. So they pretend to "be friends," "help," "counsel," and "understand" the problems. As a result they tie up some honest fighters for quality education in endless meetings and "negotiation sessions." These particular members must especially be exposed and fought against because of their trickery.

Fussing About Bussing

Another trick the board can use and has used to divert the struggle of working-class parents and pupils is the empty talk of "bussing for integration." "To bus or not to bus" is too often played up as being the important issue. There can be a plan offered by the board to bus Black working-class students from Watts to a white working-class school in Lawndale.

So what? As we found earlier, both districts face the same problems of poor education. Even if kids are bussed from South-Central or East L.A. schools to Fairfax or University High, it would have no significant effect on either school.

In fact, this bussing is the very scheme of the APEX program. This is a new program in L.A. high schools where the best students (academically) are bussed from Manual Arts, Dorsey, or Crenshaw High (in South-Central L.A.) to Hamilton or Fairfax High (white middle-class schools) for two classes a day. In turn, students from these other schools are bussed to Manual Arts or Crenshaw for two classes a day. This is all window-dressing and should not fool anyone. The issue is quality education for everyone and what students are being taught. An APEX program where less than one percent of ghetto students are bussed to white middle-class schools has no effect on the education of the majority of students in the working-class communities. In other words, integration is irrelevant and quality education IS relevant!

"We Don't Have the Money"

(see tables, pp. 4-5)

The figures show that there is discrimination by the Board of Education on money given to different schools. Usually the schools in

the middle-class communities are constructed better, equipped better, supplied with better teachers and administrators. A new 4-million-dollar building with air conditioning, a \$10,000 pendulum, earthquake proofing, and a cafeteria with piped-in music was recently constructed at Fairfax High. But at Manual Arts, a new boys' gymnasium has been promised for years. At Manual Arts there is not even enough cafeteria space for all the students. This is not to mention the overcrowded classrooms, the lack of restrooms, lack of qualified teachers, etc. These conditions brought about the protests at Manual Arts High in 1967. Despite the protests and the replacement of the principal, no fundamental changes have been made at the school.

Using Our Taxes Against Us

When pushed against the wall, the board will throw up its hands and cry "but we don't have enough money!" Sometimes it may be true that not enough money is allocated for education, both from Federal and local resources. Whose fault is this? Not the fault of the working class. The money we pay for taxes goes for everything that is against us, especially the U.S. war of aggression in Vietnam. The money is available. It just goes to the wrong places. The ruling class is spending almost twenty times more on war than on

THAT'S WHERE ALL



THAT MONEY GOES



schools (75 1/2 billion for war and 4 1/2 billion for schools). Why? War helps their profits. Good education for the working-class would help our children threaten their profits.

We can see from this that any plan their Board of Education dreams up will not be in our interests. **WE MUST FIGHT FOR OUR OWN PLANS.** Big business could be taxed more for education. It is business which benefits from the mis-education of working-class stu-

dents in the first place. In Los Angeles, the city is busy hiring more and more cops to suppress the people and it is buying millions of dollars of anti-riot equipment. But for schools they say "We need a bond issue passed." There are no bond issues passed to hire more cops and buy more weapons to suppress the people. So we must not be fooled by the "We don't have enough money" argument.

What We Must Do

The facts show that the rich ruling class just doesn't want working-class boys and girls to get a good education. Workers can learn from their own history that nothing can be gained without a fight. This holds true for quality education.

As recently as late 1967 and early 1968 there have been school struggles in certain Afro-American and Mexican-American communities. Manual Arts High and Jefferson High were the main schools involved in the Afro-American community. Lincoln, Garfield, and Roosevelt High schools were the main centers of activity in the East L.A. Mexican-American community. The demands made by the striking

East L.A. students were similar to those raised by the South L.A. community.

There is only one way to change things and that is to organize and fight.

Elections Won't Change It

There's no sense kidding ourselves that things will change because of some new election. Under the U.S. imperialist system, the people don't run the country. The government cares about profits, not people. There isn't a city or community in the whole country where working people are in control; there never will be people's control under capitalism. Only a revolutionary change to a whole new set-up, a real people's government, will put working people in power.

This new system we call socialism. This should be our long-range goal.

Understanding this, we must begin to FORCE our enemies to back down and provide better schooling for the working class. In the same way that workers can organize honest unions and force their enemies to back down in certain ways, we can organize and fight. Working-class parents, students and sincere teachers have already begun many protests. But they were mostly not big enough, enough people did not stand together, and the goals were not clear all the time.

In waging our fight we must realize that the enemy is strong and that he has many aces up his sleeve. As mentioned before, the L.A. Board of Education has resorted to the trick of using liberals like Hardy, Nava, and Jones to "cool" things off. We must be prepared if they decide to go a step further and use teacher, student, or community "militants" to divert the struggle for parents having a real voice in the running of the schools. These "militants" will shout and scream and even picket and walk out, but in the end, they will end their "militancy" by "negotiating" with the Board. They may promise the Board and the cops a "cooling-off" period. We can be prepared for these tactics by fighting for a strong mass organizing campaign that tries to reach the majority of students, parents, and even teachers.

We must try to guarantee that our leaders in struggle who represent our demands are really chosen by the people in struggle and that they really speak out for the majority of people in struggle.

Racial Mis-leaders

One other mistake that can be made among the people who are fighting for better education is the demand that the Board hire a certain administrator or principal solely on racial lines.

If the fight in a South L.A. or East L.A. school is simply to hire a Black or Mexican-American principal, the basic point of the struggle is missed. After all, haven't there always been Black principals and teachers in Black schools down South? A Black or Mexican-American administrator can come into a school that is run by the Board of Education, but if the Board maintains its present policy of inferior education in the minority and working-class communities, then the race of the principal is basically irrelevant.

This holds true even if the new principals want change—remember, he is paid by the Board of Education to do a job for them. Pressure by the people must be kept up no matter who is school principal.

HOW TO BEGIN

All that is needed is four or five concerned parents who will have meetings in their homes for their neighbors and friends to discuss the special problems in their school, such as the terrible reading scores, racism in the school, or the selection of a new principal. (Reading levels can be compared between your school and a school in a middle-class neighborhood. The principal has this figure—it is your right to receive it in public.)

We must discuss how the Board of Education is the enemy of education for our children and that the only way to fight them is for us, the parents, to take the lead in making specific demands and building up pressure to force the government to make changes. Teachers can and should be won to support these specific demands.

Join In Definite Demands

Our experience has been that as a result of these small house meetings, there will be twenty or forty parents who can form the core of the organization which will make its demands on the schools. If we do this right, the idea will snowball and more and more working-class parents, students, and forward-thinking teachers will join us the the fight. We must not be fooled by the "bussing" gimmick or a phony "community control" plan which is controlled from City Hall. There cannot be true working-class control of the schools until the working class controls the governments and the factories, stores, and banks. This kind of control is—socialism.

But just as workers' struggle on the job can win many important changes, so can we force the ruling class to fill some of our needs even now.

WE DEMAND . . .

- A full and proud education for our young people.
- A complete overhaul of teacher training and assignment so that working-class, especially Black and Mexican-American children, can be taught.
- Teachers should live in the school neighborhood; neighborhood parents should likewise get free training and become full teachers.
- The fighting history, past and present, of Afro-American, Mexican-American, and all working-class people, must be at the heart of our schooling. This will inspire our young people to learn.
- Jobs must be waiting for our young people when they get out of school, not the draft.
- A crash program of new school construction in working-class areas must be started now to end the crippling overcrowding which turns schools into detention houses.
- ALL young people must be educated. We will fight for whatever is necessary to bring high standards for all schools in the city.
- THE BOARD OF EDUCATION shall be held responsible to get the funds necessary to meet our demands.

SUMMARY AND HISTORY

The educational system in Los Angeles is no different from those systems in other cities in this country. The working-class and national minority youth get an inferior education compared to the middle-class white youth. "We Must Rule The Schools" should help open up a fundamental discussion on the goals of education, the tasks of teachers and parents as well as the responsibilities of labor in the continuing battles for the control of the schools and their proper use in behalf of working-class children.

School issues do not stand alone. They all can be traced to the CLASS DIVISION of society. The ruling class wants the workers to serve them. A whole body of educational theory and practice has been built up over many generations in an attempt to cover up this naked fact.

With the advent of capitalism's increasing demands for technical, engineering, skilled and unskilled manpower to operate an industrial system, it became necessary to broaden the base of education somewhat from one which had been pretty well limited to the rich in private schools and colleges.

After the days of primitive communal society and the introduction of one kind of class-split society after another (i.e., slavery, feudalism, and capitalism) many divisions were

created which boiled down to: exploiters vs. exploited. Education, like every other aspect of life, has always corresponded to that division although modified here and there in minor details.

Education in lower income communities is a reflection of today's exploitative society. The schools, like the families in these communities, are exploited by the rich few. The only solution is to organize for the many and defeat the exploiters.

Socialism is the only system that will fully allow all the things demanded in this pamphlet—as well as other changes that will benefit working people. But it is up to us to organize struggles

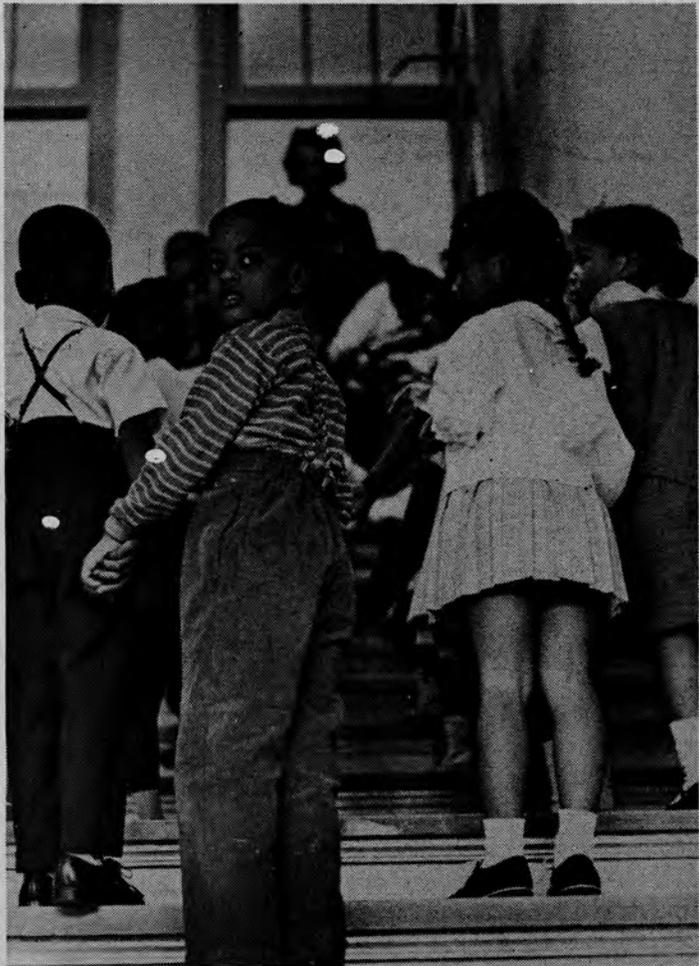


that will lead us to this better life. No one is going to give up power if they can help it. We must TAKE it. The U.S. imperialists have demonstrated this time after time by trying to stop peoples' struggles here and abroad.

Need Revolutionary Change

There's no sense kidding ourselves that things will change because of some new election. Under the U.S. imperialist system, the people don't run the country. The government cares about profits, not the people. There isn't a city in the whole country where working people are in control. Only a revolutionary change to a new set-up—a real people's government—Socialism—will put working people in power. A well-planned school fight will help the struggle toward that great change.





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