the formation of the Bay Area Rapid Transit (BART) District and the building of a rail network that would connect the cities and suburbs of the East Bay with downtown San Francisco. BART carried its first passengers in 1972 using an automated, computerized operating system. It was the first all-new transit system to be built in the United States in 60 years, and in spite of many technical difficulties it was ultimately rated as one of the best.

In Los Angeles, on the other hand, most of the voters and taxpayers showed their determination to cling to the privilege of doing all their traveling throughout the sprawling metropolis in their private automobiles. On an average day, more than 350,000 cars and trucks passed one point near the civic center, at the junction of six freeways, where the interchange resembled the mechanism of a giant watch. A Southern California Rapid Transit District did come into existence, on paper, but for years it could do no more than operate a fleet of traffic-bound buses. It was not until 1980 that Los Angeles voters approved a sales tax increase to finance construction and operation of a new rail rapid transit system.

Reapportionment

The population boom of the 1950s and early 1960s also led to increased demands for reform of the state's system of political representation. With the continued growth of the suburban parts of the metropolitan areas, especially those in southern California, the archaic federal system of representation in the California state senate became more and more obviously inequitable. Los Angeles County, with a population of 6,036,771 in the 1960 census, was the most populous legislative district in the United States, yet it had the same number of votes in the state senate as the Alpine-Mono-Inyo district, with 14,294 people: one vote. When electing a state senator, a resident of Alpine, Mono, or Inyo County cast a vote worth 422 times as much as the vote of a resident of Los Angeles County. This was by far the widest disparity in any state.

The United States Supreme Court ruled in *Reynolds v. Sims* (1964) that one person's vote must be worth as much as another's in the election of state legislators. The equal protection clause of the Fourteenth Amendment, said the Court, required that seats in both houses of a state legislature be apportioned on a population basis. Chief Justice Earl Warren was one of the prime movers in the adoption of this "one man, one vote" doctrine, even though as governor of California he had been one of those who had opposed reapportionment of its state senate. The northern members of the California senate, many of whom would lose their seats, engaged in a series of desperate maneuvers in the attempt to escape reapportionment. Senator Joseph A. Rattigan of Santa Rosa asked whether a proposal for armed insurrection would be in order, but in 1965 the legislature approved a new apportionment law that included no deviations of more than 15 percent in the populations of the new senatorial districts. Consequently, in the election of 1966, under the new plan of apportionment, the control of the state senate passed to southern California, which had elected a majority of the assembly members since the 1930s.

Education

In the years of headlong growth and general prosperity that followed World War II, California's public schools remained impoverished. The state spent more than 40 percent of its budget for education, and its per capita expenditures for public schools were among the highest in the country—but these figures were grossly misleading because California's school-age population grew twice as fast as its general population. An unprecedentedly large proportion of the people who were migrating to California were young married couples, able and inclined to produce numerous children. The schools were chronically short of money, of classroom space, of teachers—of everything, in fact, except pupils.

The annual tidal waves of postwar babies that flooded into the public schools in the 1950s began to inundate the colleges and universities in the following decade, and the state responded by greatly expanding its system of public higher education. In 1960 the legislature adopted the Master Plan for Higher Education to prepare for the massive enrollment growth anticipated during the 1960s. The master plan defined the mission of the various segments of the state's system of higher education.

The largest segment, the 2-year junior colleges, traced its origins to Fresno where the first such institution in the nation opened its doors in 1910. By mid-century the 2-year colleges had become "city colleges" or "community colleges" and their numbers had expanded dramatically. By 1980 they numbered more than one hundred. Under the master plan, the mission of the community colleges was to prepare students for transfer to a 4-year college, award them an associate of arts or science degree, or to train them for employment in a vocational field. Meanwhile, California's 4-year colleges also expanded substantially. The colleges had been designated as teachers' colleges in 1921 and were promoted to the rank of general state colleges in 1935. After adding graduate instruction, most of them were renamed "state universities" in 1971. The entire system later became known as the California State University (CSU) and eventually expanded its number of campuses to more than 20; its primary function was to provide undergraduate and graduate education through the master's degree. Likewise, the general campuses of the University of California (UC) increased to eight (and eventually to ten). In the 1940s, Santa Barbara State College became UC Santa Barbara and colleges of letters and science were established at Davis and at Riverside in connection with what had originally been branches of the university-wide college of agriculture. After 1960 new general campuses of the university were established at Santa Cruz, Irvine, and San Diego. Under the master plan, the university was entrusted with the responsibility of conducting advanced research and awarding doctoral degrees in addition to providing undergraduate education.

In the early 1970s, it seemed as though higher education had overexpanded. The postwar baby boom continued through the 1950s, but the reduction in birthrate following the introduction of oral contraceptives in 1960 and the decline in migration to the state in the late 1960s undercut earlier projections of growth in college enrollment. Funds for public education were slashed at all levels. The state's universities and 2-year community colleges were able to balance their budgets only by