

Editorial

Assembly Adjourns

The North Carolina Legislature adjourned last Thursday and we are glad they did. We wish, however, that they had adjourned before some \$17 million of the taxpayer's money had been allocated for some not so important budget items.

One such irrelevant item, for example, was the \$270,000 allocated for more work on the Governor's mansion. If the governor could not do without the renovations, then certainly we

and marketing.

We wonder how many of our readers are familiar with the Carolina Cloggers of Canton. They will get 10,000 of your dollars to make a trip this summer to the International Folk Dance Festival in England.

The last minutes of the legislative session saw many members trying to get home early rather than being careful with the taxpayer's money. They appropriated some \$500,000 for work on the new veterinary school of medicine that will supposedly be constructed at North Carolina State in Raleigh. This, in light of current litigation.

The legislature did promote some good bills during its 1975 session; though we can not think of any off hand. What seems to linger in the mind are things like not funding the N.C. Advancement School while appropriating some \$2.5 million for financing telephones, janitor's supplies and furnaces in the public school; and the \$3.6 million spent to expand the court system could better serve as a pay raise to teachers or to hire more.

One final bit of sadness about the General Assembly is the fact that money was found for special projects, but legislators swung the butcher's ax throughout the year on items of vital importance. They cut back on things of vital importance to blacks and other minorities. Perhaps voters will pay more attention to the goings on down at the state house now or in the future.

Letter To Editor

Dear Sir:

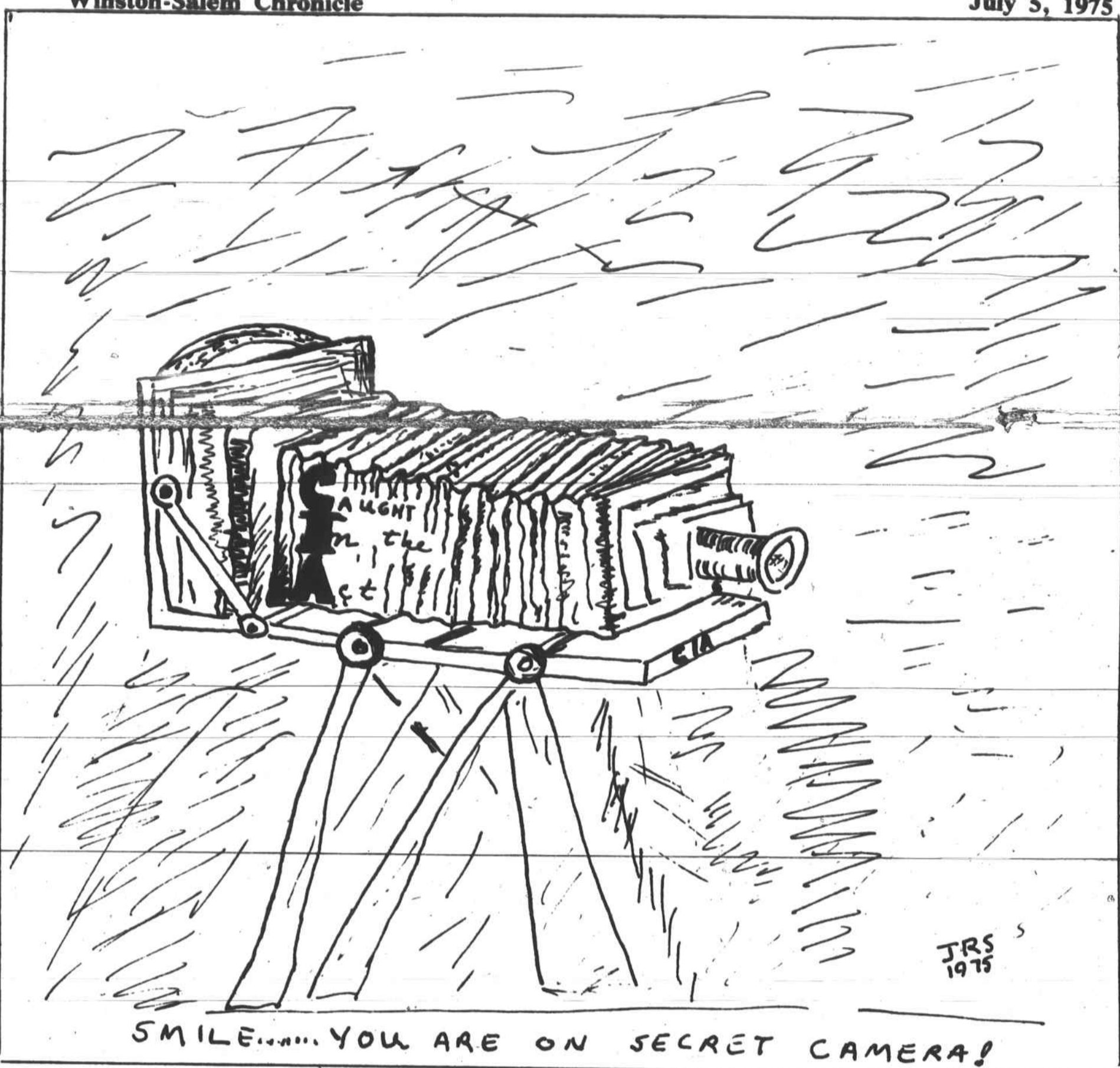
The PTA Enrichment Project is closing its doors and departing from the local educational scene. Its efforts to bring enriching educational experiences in the arts into our public schools have been universally adjudged a success. From all indications the program will be continued by our local school administration.

The numerous practitioners of the various arts who actually performed in the schools have been publicized throughout the community. But none of these performances would have been possible without the cooperation of school officials and the dedicated efforts of the Project's paid staff (currently Ms. Dollyne Brown and Mrs. Brenda Lail), and the

volunteers who made up the advisory committee.

This latter group worked long and diligently to make a project a success. They met nights and on weekends and addressed themselves to a variety of problems in order to insure the success of the Project. These community minded people include Mr. H.B. Goodson, Mr. A.B. Beattie, Mr. Douglas Carter, Mr. Allan Cowen, Mrs. Martha James, Mrs. Manderline Scales, Mr. F. King Thomas, Mrs. Marion Williams and Mrs. Annie P. Wilson. On behalf of the P.T.A. and for all of the parents and children of Forsyth County, I say to these good people "Well done, and Thank you."

William F. Sheppard, Pres.
County Council of PTAs



TO BE EQUAL By Vernon E. Jordon, Jr.

You might think that the end of the school year would cool off the persistent busing controversy, but it hasn't.

The new attention to the school bus comes with the highly publicized statement by sociologist James Coleman that court-ordered busing leads to white flight to the suburbs and consequent greater segregation of urban school systems.

Coleman's earlier research, with its finding that integrating lower class black students in schools with middle class whites led to better educational achievement for blacks and no change for the whites, helped support the argument that integration improves schooling.

Coleman's pronouncement that busing has failed in that it just leads to resegregation has been seized with glee by the anti-busing crowd and with disappointment by integrationists. Neither reaction is called for: the statement must be seen in context.

One of the problems of social sciences lies in the fact that studies of social issues are often inconclusive. Coleman's research has been challenged, and seriously damaged, by two equally prominent sociologists, Dr. Robert Green of Michigan State University and Dr. Thomas Pettigrew of Harvard.

They blast the new Coleman study as unsubstantiated and point out that the white middle class started its exodus from the cities back in 1950, before the Supreme Court's decision outlawing segregated schools. In some cities, court-ordered

busing followed years of massive white movement to the suburbs.

Coleman is clearly wrong in stating flatly that whites are moving out of the cities to escape school busing. It may influence some but most of the new suburbanites are searching for the American Dream of a plot of land, a house and a picket fence.

That's a Dream closed to most black people because of non-enforcement of fair housing laws, local zoning regulations, and economic hardship. One way to integrate the schools is to integrate housing patterns, but that doesn't mean busing has no place.

This country has become obsessed with busing, instead of being concerned about providing quality educational opportunities for all. The school bus is not the answer for every educational problem, but it is one useful device to help integrate the schools and to make the next generation of Americans less class and race conscious and more open to diversity and pluralism, which, in itself an important educational goal.

The fatal flaw in studies purporting to show that busing -- or compensatory education or other innovations -- doesn't work, is that such new programs are almost never really tried.

Very few school systems have honestly made a priority effort to make integration work. The typical response has been to delay and to sabotage integration efforts until a court finally steps in

and orders busing as a last resort. Then the white community and school officials scream bloody murder about "forced" busing, tensions increase, and nobody shows any concern about the kind of education the kids get.

Boston is the classic example of this kind of situation, but other cities are about as callous in their treatment of white and black children. As New York City's Human Rights Commission pointed out: "The fact is that little has been done anywhere to develop practical strategies to cope with the daily challenges of integration to make it work."

So there is a vicious cycle here: integration plans are never really implemented, school officials sabotage it and some racist parents and ambitious politicians whip up local feelings, busing is used where other measures might work as well, and then some sociologist steps in, does a study and announces that integration isn't working. Maybe it's because it was never meant to work and because no one is trying to make it work.

What too many people seem to be forgetting is that discussion about integrated schools is not an academic exercise about educational theory. Integrated schools are a constitutional right of white and black children alike. And the real issue behind the anti-busing smokescreen is whether or not the Constitution, the courts and the law will be upheld, or whether anarchy prevails.

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