

**(DESEGREGATION,
from page 3)**

this governmental unit would show much patience toward school districts resistive to change. In this context, school boards can assume two postures. One posture relates to school boards utilizing national pressure as a lever for desegregation. The other posture relates to school boards utilizing national pressure as an outside threat to local control as a way of increasing resistance to change.

AS COMMUNITY IDEOLOGY and national pressures impinge upon the local school board, its responsibility in this matter becomes a serious issue. As everyone knows, any policy formed by a governing unit is only successful to the degree that it receives support from those who are affected by the policy. In plain words, the governing unit has to look at the economic, political, and educational consequences of any decisions it makes concerning change.

For instance, economic considerations are attached to local, state, and national responsibilities--an already complex and delicate relationship. The recent Headstart program, as an example, provided the school district with an impetus to fulfill an educational need at the early age stage. Yet, continuation and expansion of this pre-school program demands additional budget allocations from an already squeezed school district budget. State and Federal follow-through to aid school districts on a financial basis has not emerged at this time. It seems apparent that popular sentiments may well be the worst guidelines for school trustees' economic judgments in some policy decisions.

The usually "forgotten" economic facts about school boards is that the lack of taxing authority and constitutional tax limitation do not give them REAL freedom to establish their budgets in terms of educational needs of the community; to levy taxes required for educational program support, to receive directly the state aid for school support, and to spend their resources in accordance with their budgets. One facet of responsibility is clear, however; the responsibility to adapt structure and programs to emerging needs of minority group students. School boards can only assume greater fiscal responsibility if fiscal independence is extended to a greater degree than heretofore.

SWITCHING TO A POLITICAL theme, desegregation plans which may threaten the vested interests of the politician and the businessman in the ghetto, or the major community counterpart, also adds to the fuzziness of school board responsibility for desegregation. Political and economic power facing the loss of votes and profits respectively may initiate unexpected, or behind the scenes, resistance to housing desegregation or school district desegregation plans.

Throwing another clunker on the segregation problem is the unpredictability of population shifts. Some evidence has already been noted about ghetto breakdowns and a resulting reformation of a ghetto, over time. In refocusing upon school board responsibility, it is not likely that a "hard and fast" defining can be easily accomplished since school systems deal with human beings who are as variable in characteristics as they are numerous. However, some guidelines for focusing school board responsibility on desegregation plans are feasible. These guidelines, for the moment, may be: (1) consideration of economic and political consequences in relation to community wide support for desegregation policy, (2) sources of revenue and budget allocation for desegregation plans, and (3) consideration of a variety of devices on "How to do it" which will maximize community support and minimize budget allocation problems. Taking the subject of desegregation to task regarding "How To Do It," the hard and fast answer depends upon the particular community. The Clark County style can be formed from a variety of devices. These devices include: (1)

positive gerrymandering, (2) pairing predominantly white and Negro schools along the borders of the ghetto, (3) changing the "feeder" arrangements from elementary to junior highs and from junior highs to senior highs in order to maximize racial balance, (4) a priority for and careful placement of new and larger schools near, but not within, the ghetto, (5) conversion of more schools into district wide specialized institutions, (6) developing large educational centers such as an "educational park-type of set-up mentioned earlier, and finally, (7) subsidized transportation of students (bussing).

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**MINT CONVENTION CENTER SCENE
OF CITY TALENT SHOW SUNDAY**

THE "SEARCH FOR TALENT CONTEST" sponsored by the Las Vegas Recreation Department has another incentive reward offered to the Senior Teen and Adult winners in the Sunday's Talent finals to be held at the Convention Theatre of the Mint Hotel.

According to Show Director, Recreation Supervisor, Nick Sylvester, Mr. Charles Nizet, President of ATF Film Productions, will offer a color screen-test to the winners of the 16-18 years and adult age categories. The screen test will be a factor in future motion picture castings by the studio. Mr. Nizet will act as one of the judges in the finals.

Other prizes offered will be a beautiful trophy to each of the four winners, and an appearance on the "Dolly Elliott" TV program.

Auditions were held Monday and Tuesday at

the Valley High School Little Theatre, and were judged by members of the Recreation-sponsored dramatic group known as the "Las Vegas Curtain Timers."

THE FINALS WILL BE HELD at the Convention Theatre (Mezzanine floor) of the Mint Hotel at 1 p.m., Sunday, January 23. Judges for the finals will be Dolly Elliott and John Cronan of KORK's "Dolly Elliott" show, Ted Quillan radio and TV personality, Keith Macdonald, Superintendent of Recreation, Jeanne Roberts of the "Roberts School of Dance," Charles Nizet, Prexy of ATF Film Studios, Ralph Pearl, local newspaper columnist, and ALICE KEY of the Las Vegas VOICE.

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On this matter of bussing, a highly controversial topic, it could be highly limited if attention is paid to the other variety of devices in terms of a combination plan.

AT THE SAME TIME, a combination plan must also consider additional features. Once the arrangements are defined, educational programs, grades to be integrated, staff integration, and the ratio of white to Negro children become the meat to be attached to the bones of the combination plan.

Finally, the neutralizing agent which may provide considerable information necessary for illuminating the "devil's" halo around desegregation issues is objective information. Some areas of concern from which objective information should be sought relate to: (1) population trends, (2) studies of other communities which have proceeded with desegregation plans, (3) community power elites and their impact upon desegregation plans, and (4) studies of teachers' behavior in the integration situation as well as evidence of academic progress of minority group pupils in integrated schools.

IN SUMMARY, school and community road maps for effective desegregation of public schools will depend, for the most part, upon hard study and illumination of related issues enumerated in this presentation. The basic thread of illumination should rest upon objective information rather than ideology and folklore as the primary means of providing guidelines for school board responsibility in policy decisions on this matter. In the long run, both the school and community can be placed in the "penalty box" of ineffective desegregation and low-quality educational programs unless great care and concern is displayed in this matter by school and community alike.

(Dr. Joseph Caliguri is In-Service Advisory Specialist on Equal Educational Opportunities Projects, heading a special program for teachers and administrators on the elementary and junior high levels dealing with problems incident to racial segregation and integration.)

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