



Group IIIA listens intently to a question from the floor. Seated at the panelists' table (l. to r.): Kay Earnhardt, John Henry Martin, Mildred Fitzpatrick (Chairman), A. Harry Passow, Peter G. Kontos, and Edward B. Fort.

the intent of Title I should be to bring children of different backgrounds together. (One participant said the Commissioner should "put his regulations where his speeches are.") In support of that thesis, another participant noted the triple coincidence of educational deprivation, racial segregation, and economic deprivation. And further support came from another who said, "There is good educational justification for projects that have built-in integration elements." Yet another noted a danger in Title I projects that create "separate-but-equal" education in the cities by having "too much happening in the ghettos."

Panel IB

The discussion group was in partial agreement on the political and social causes that have produced the disadvantaged child. It agreed on the administrative problems encountered in bringing him help, and in its identification of specific educational problems such as teacher attitudes and learning difficulties. But when it came to the heart of the matter—whether the new programs initiated were going to help—agreement fell away.

"What troubles me most about the disadvantaged," said a panel member "is that 5 years from now, when we look back and have to account for all the money we have spent, we may discover we really haven't solved the problem. Some may conclude nothing can be done."

"We're on the road," said a delegate from Wyoming. "I think in a few years we'll be there."

Frank L. Stanley, Jr., associate director for education, National Urban League, felt that among all the major institutions of the country, only the schools "have not moved to apply equality of opportunity." Thus, he said, "they may be the major force for re-segregation in America." His associate, Mrs. Harriet Reynolds, assistant director, Education and Youth Incentives, National Urban League, felt the school system can not be changed from within. Only outside pressure, "conferences like this and Federal bribes to make them teach who they're supposed to teach anyway" will help. ("Isn't there something good about our educational system?" delegates asked.)

A delegate from rural Georgia thought there would