

people for desegregation programs, not just in Hartford but in other places—New Haven, Bridgeport, Waterbury, and throughout the State of Connecticut. Requests have already come in from other Connecticut communities for a similar kind of program.

What are our problems? I think you must know them, and I think we must face them and understand them.

The subtle prejudices of the North, to me, are much more devastating than the open prejudices of the South. Make no mistake about it; we live in the same box. We've had meetings of 200 to 300 persons where we would have to have 15 policemen to guard us from physical harm. It was an experience I never thought would happen. So let's not feel proud of what we are or look askance at others; let's look to our own situation here, for, believe me, we have a long way to go.

There also seems to have developed in this country the widespread belief that the suburban community has no relevance to the inner city. It is amazing to me how we can go into that city each day, earn our living, use the hospitals, use the cultural activities, use the sewage systems, and say, "The heck with you!" It just isn't possible, because disease in the city will bring disease to the suburbs, and we will all perish from it. Make no mistake about it. Running throughout the United States is a suburban isolation from the city which needs to be broken down.

It seems to us that we must secure the necessary financial support for the kinds of things we are trying in Hartford. I certainly hope the U.S. Congress will make it possible financially to move this kind of program forward.

It seems to us, also, that we must go to our State legislatures immediately, to establish the legal basis for such programs. We expect to be in court a lot next year. I think we will win every time. But the statute should be clear and should provide for and encourage school desegregation.

I also want you to know there are carefully organized groups that will operate in your community and will distort everything you say. In other words, they will say that housing must come first; or that adopting Negro orphans will be the solution to everything; and so forth. This is only feinting. Or they will call your plan metropolitan, devastating, federalistic, socialistic, communistic, or any other bad word they can dream up. They are well organized. This sort of stuff will be broadcast in your communities just as fast as the mimeograph machines can turn it out. You have got to be aware of this.

One other point which is extremely important for anyone undertaking a program of this kind. We picked the most affluent communities in the Hartford region and the communities where the educational level was the highest. The lower social classes feel threatened by the Negro. So, if you are going to make your move, make it where you can be successful.

We hope to have some results for you in 2 years. We feel almost overwhelmed by the potential for success here. As I look at these youngsters and the response from the Negro community, I think we are all going to have a great deal of satisfaction from the Hartford plan.

John Henry Martin, superintendent, Mount Vernon Public Schools, Mount Vernon, New York

I make the following statement in PTA's, Lions Clubs, and similar important agencies of our community life: "The time has come to say openly that the all-Negro school, or the nearly all-Negro school, in the American city is an educational curse. The evidence is in. It is indefensible as a continued institution. The question is, what do you do about it?" I would hope that the school superintendents of America would individually and collectively make a similar flat statement.

The U.S. Commissioner of Education made such a statement, and made it eloquently. But the question is not what he has said, but what he does about it. And the same question confronts the cities and the small towns of America.

The answers are relatively easy in suburban areas where there may be, say, five all-white schools and one Negro ghetto school in a school district. Here the solution is relatively simple and has been achieved in many places, though not without turmoil, courage, and a great deal of difficulty. It is to close the ghetto school down, roll the buses in, take the children out, and distribute them among the other schools of the town. Some of us have done that.

But that answer is not applicable in densely populated urban areas such as Mount Vernon, which has a population of 20,000. There, more than 50 percent of the elementary school pupils are Negro. Closing down 5 or 6 of the 11 schools won't do the job. The civil rights leadership has an answer: Use the same fleet of buses to take half of the Negro pupils out of these schools and to bring half of the whites in from the northern half of the city. That is a variant of the Princeton plan, with its instant desegregation. The