

We are going to have to make particular effort to bring together city and suburban children. You have heard references to that this afternoon. But it won't be easy. Here in Washington, the only way to bring together the city and suburbs is to bring together two sovereign States and the Federal Government. There are easier problems to deal with, I am told. Maybe this is where we need a State and Federal Government compact.

Another thing we need to pay attention to are cooperative projects that will pool the resources of small districts and so bring their people together. We have had entirely too much compartmentalization of our educational government in the name of local independence. We had better recognize that localism in itself is not necessarily a virtue. It has virtues within it, but let's not confuse the virtues with the vices.

We might very well move to demonstration projects under State or intermediate district leadership that would transcend the difficulties and in some cases the obstinacy of local school units. I would like to think of this as a display of leadership rather than a display of coercion; and I think the leadership might win out in the long run. But the run had better not be too long, or we will be dealing with another generation of children.

We need joint activities to bring together on deliberate, carefully arranged bases the children, parents, and teachers of public and nonpublic schools. We can't get into all kinds of arguments about the problems of church and state, the independence of independent schools, and all of that kind of thing. But here again we had better recognize that there is a broader circle to which all of the smaller circles relate, and I think part of it is a matter of drawing the broader circle that will take in the smaller ones, respecting their integrity but not insisting on their isolation.

In addition, we ought to find ways to integrate across socioeconomic as well as racial lines. If we think of integration solely as a racial problem, we are likely to come to grief. It is more than a racial problem; it involves cultural differences, economic differences, many kinds of ethnic differences. But it is race that has made the biggest single difference for us in America, and therefore we had better not lose sight of race as we talk about the broader picture.

In all of this I keep thinking of a line in the *Brown* [v. *Board of Education*, 347 U.S. 483] decision that might give us a clue. Indeed, I think this clue is going to give many of our courts and our States clues as we move on into another level of attack on the problem of de facto segregation. This line says that the opportunity to

receive an education—and here I think I can quote the exact words—“where the State has undertaken to provide it, is a right that must be made available to all on equal terms.”

We are going to have to come back to the problem Tom Pettigrew stated in his comments on Title I: How we are going to take care of the special problems of the disadvantaged child while at the same time we undertake to provide truly equalized educational opportunities for all our children? This is not easy. But I don't think we dare put the problem on any lower plane.

EXHIBIT A

EAST ORANGE, N.J.

Educational Plaza

East Orange proposes to build its entire school system on one central school site, in a series of stages, starting with a middle school for grades 5 through 8. While the school will be administratively and physically concentrated, the plan calls for a major reformulation of the role of the school in an urban community in what might be characterized as a “swing” city. They are hoping to invert and expand the usual school-community concept, believing that the community itself and all of its resources should become the school.

The idea of an entire citywide school system on one central site is itself unique. It presents opportunities of curriculum development, personnel deployment, and the commitment of community resources, all in a variety of new patterns of interrelationships. Since there will be only one school site, total integration will be achieved.

Planning is viewed in terms of both substantive needs and process goals. Community participation, involvement, and commitment are viewed as essential to the success of the program and will be an integral part of the planning process. A distinguished advisory group has been assembled for overall policy and program development advice, and a range of technical consultants will be sought on specific project needs.

Planning funds were requested under Title III, ESEA.

EXHIBIT B

HARTFORD, CONN.

Regional Desegregating Plan

The Connecticut State Department of Education, in cooperation with the Connecticut OEO, the cities of Hartford and West Hartford, the towns of Farmington, Manchester, South Windsor, and Simsbury will initiate, plan, and implement a regional desegregation program for elementary school children. Specifically, the objectives of this project are to—