

alleys and live six to a room. These people share the suburbanite's interest in quality education, but they can support it only with their spirit, not their pocketbooks.

Let me emphasize here a fact that often gets lost in our discussions on civil rights: Deprived children come in assorted colors. When we talk about the "disadvantaged" we are not speaking only of Negro children. Nor are poverty and want strictly urban afflictions. There are rural enclaves—in Appalachia and in the Ozarks, to mention just two—where Anglo-Saxon Americans still live in tarpaper shacks and cannot read or write or earn a decent living. And there are pockets of poor whites within the boundaries of our industrial cities.

These are the reasons why we will have to reappraise where the boundary lines of neighborhoods should be drawn when we speak of "the neighborhood school." It is essential that we give youngsters a glimpse of American life as Americans of every stratum actually live it. Among other things, this means operating our school systems in a fashion that encompasses the rich social, economic, and cultural diversity that distinguishes our Nation.

None of us is sure what changes should be made in school policy and organization. But we are rapidly developing a useful shopping list of ideas for experi-

mentation. States and local school boards will have to determine what approaches best fit their particular situations. Certainly they can be helped by Title I funds as they make changes of a variety of kinds.

Learned Hand once observed that "it is well enough to put one's faith in education, but the kind makes a vast difference." I suspect that in the surge of faith in education that has characterized the last few years, too many Americans have neglected to pay enough attention to what kinds of education we are talking about—what standards of quality we have in mind and how universal we believe quality education should be. I congratulate all of those here tonight who have taken on the responsibility of leading the drive to give *all* our children the best education that money, talent, training, and initiative can provide.

Your success in providing that leadership and marshaling the good will and resources of the American people toward the achievement of equal opportunity will provide the final comment on the survey I have been reviewing tonight. Your actions in the next 12 months and the next decade will determine whether the report on equal educational opportunity becomes a plan for progress, or whether it remains nothing more than an interesting, well-documented diagram of inequalities which exist in 1966 and will continue to exist in the years that follow.