

## ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1669

We are now planning visits to some of these programs to review these charges. I hope that if any such visit is required in your State you will assign a staff member to work with our staff in remedying any noncompliance. If we cannot count upon State agency responsibility in this matter we will have to review the status of compliance of the State educational agency with its Statement of Compliance.

I am sorry to say that we have heard of some instances in which local school districts have canceled their summer programs rather than comply with the nondiscrimination requirements. I hope that the strongest leadership can be exercised from the State level to prevent local school districts from taking such action. Already we have received strong pleas from local groups for the Federal Government to finance directly programs to help disadvantaged youngsters where local school authorities have abdicated their responsibility for using the available funds for the purpose intended by the Congress. I am sure you feel that direct Federal funding or operation of such programs is not desired by most people, but you should recognize that failure of local school districts to take responsible action will certainly increase the pressure for such an alternative.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,

OFFICE OF EDUCATION,

Washington, D.C., August 9, 1966.

Hon. AUSTIN R. MEADOWS,  
*Superintendent of Education,  
State Department of Education,  
Montgomery, Ala.*

DEAR SUPERINTENDENT MEADOWS: Each day we are faced with more evidence that children from poor homes and from our racial minorities are being doomed to continued poverty and educational deprivation. As you no doubt know from your own personal and professional experience, schools transmit a climate of expectation and self-esteem to students through their enrollement mix and institutional traditions. The child's perception of his school's place in the educational and community structure apparently contributes to his relationship to school and society. There is a general tendency for children to shape their lives after the models visible in their environment. Attendance at a school which reflects economic and racial segregation is much more than an academic experience related to the traditional acquisition of knowledge and skills—it helps to establish low expectations for the future.

A recent study, *Equality of Educational Opportunity*, casts new light on the educational problems of poor children and on the inequities of segregated education. I enclose a copy. I would like to mention also that some people have seen Title I of the Elementary and Secondary Education Act as allowing the continuance of concentrations of poor and segregated children. I do not believe this is true, and I am sending you this letter to suggest ways to prevent the development of such a problem.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), was designed by Congress to meet the needs of educationally deprived children who live in attendance areas where there are "high concentrations of children from low-income families." Many of these areas are actually segregated housing areas and the children suffer both from impoverished home backgrounds and from isolation from the community at large. If they are to break away from poverty they must overcome their educational deficiencies and develop the social skills they need in order to function effectively in the larger community. A Title I program that does not consider these objectives probably deserves significant reconsideration.

As in all Title I programs, the programs in segregated areas should be devised so as to concentrate the expenditure of Title I funds to a sufficient degree to bring about significant improvements in the behavior of the *most* educationally deprived children. It is not necessary, however, that the children selected for participation in Title I activities receive these services in schools in the low-income areas in which they reside. The development of special educational assistance for them at locations outside their immediate attendance areas is encouraged provided such assistance is specifically designed to meet their special educational needs and the location offers special advantages, such as opportunities for learning in a widely representative social environment.

When such efforts are made we would also invite applicants to include a limited number of children from the area where special Title I assistance is