
THE TITLE IV PROGRAM OPERATES BY REQUEST ONLY FROM SCHOOL DISTRICTS OR STATE AGENCIES WHICH ASK FOR HELP WITH DESSEGREGATION PROBLEMS. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 9, MAY 1968. (NH)
TITIJE IV
THE "HELP" PROGRAM IS EXPANDED

By Jim Leeson

THE U.S. Office of Education has reorganized and expanded its program for Title IV, the "carrot" of the Civil Rights Act of 1964 that offers help to school districts having trouble with the Title VI "stick" which requires districts to desegregate or lose federal funds. In the reorganization of the entire compliance program for the Department of Health, Education and Welfare last fall, the Title IV program was given its own identity with a full-time director who can coordinate his projects with other USOE programs. A bigger budget this year and a larger staff have permitted a shift of emphasis toward a more individual approach to a school system's problems.

Title IV of the 1964 act authorizes the commissioner of education to provide technical assistance, grants and training institutes as means of helping school districts desegregate. Until this year, the program played a secondary role under the Title VI compliance program and was limited primarily to grants and training institutes. Now the new director of the Title IV program, Dr. Greg Anrig, has put the emphasis on technical assistance.

"When the program started back in 1964," Anrig recalls, "there was a need at that time and in that climate to break the ice on segregation, to get people throughout the South, and in some places in the North, to talking about it. Title IV was very effective in breaking the ice, in having meetings and in bringing people together to discuss these things, often in biracial groups for the first time. But you don't go on breaking the ice endlessly."

"There comes a point at which you get on to the job of actually carrying out desegregation. I think we are at the point now where there's acceptance—sometimes reluctant—to desegregate. That's why we feel this technical assistance role is particularly pertinent. The time is right for it and we have the staffing for it."

In its first budget increase since 1964, Title IV program funds jumped from $6.5 million to a total $8.5 million for fiscal 1968, which includes the 1967-68 school year. The program has had as few as three people and never more than 20 full-time. The larger budget authorized 92 positions and Anrig has almost completed staffing.

Although the shift has been from grants and institutes, these still are being funded. Anrig offered these comparisons: 31 institutes funded last year, four this year; 12 university centers last year, 15 this year. Grants to state education departments also are being increased. Last year, eight state departments received grants to provide technical assistance and to encourage state leadership in desegregation. By the end of this year, that figure will have reached 20.

Since the compliance program in the South has consistently been criticized for utilizing non-schoolmen and non-Southerners, Anrig has committed his assistance program to "regionalization." His staff people being placed in regional offices "are of the region," Anrig said. "They must themselves have taught or administered desegregated schools...they must have some personal experience and some personal expertise to bring to the job in addition to the train-
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and he added that they all are public-school people,
the most part former principals, assistant superin-
ents or superintendents.
Anrig, a jovial red-head, is a former teacher, prin-
cipal and superintendent and has first-hand knowledge
of school desegregation problems. After graduating
from Western Michigan College and serving two years
as an Army lieutenant, he taught history in an inte-
grated junior high at White Plains, N.Y. Later he
served as principal at a school that was 30 per cent
Negro and had an even higher percentage of disad-
vantaged students of both races. His doctoral project
at Harvard was on school integration.
In 1964, Anrig left the desegregation problems of
White Plains and became superintendent of Mount
Basically, this was a great kind of school district,
good school support, a college community, a won-
derful place to live," Anrig recalls. "But one day I said
to myself, really, this is so nice, but is this where
the problems are?" I decided I wanted to get back
into the heart of some of the national problems, so I
came to Washington.
Anrig sees special significance in the administrative
reorganization of the Title IV program. His Division
of Equal Educational Opportunities is within the
Bureau of Elementary and Secondary Education of
USOE, and he notes: "The bureau has 27 of the most
heavily funded programs affecting elementary and
secondary education. That's why our position is such
a strategic one." Anrig meets at least weekly with the
directors of other federal programs aimed at elemen-
tary and secondary education, "encouraging them to
use their funds and their programs to help achieve
desegregation."
The commissioner of education, Harold Howe II,
also has designated Anrig as his co-ordinator for civil
rights for the entire Office of Education. "In that posi-
tion," Anrig explained, "I act as liaison with the Office
of Civil Rights, so that when problems come up in
regard to Title I (ESEA), for instance, we call on the
Title I and Title VI people and discuss them." Anrig
told of an Arkansas district being visited by Title IV
and Title III (ESEA) people, "where we both are
trying to do something."
"I see this as a major second role," Anrig said. "We
have $8.5 million this year and Title III has $189
million. It would help things if they directed more
of their funds in this direction. "His office is encouraging
school districts to package money, to use combina-
tions of federal funds to deal with this problem of
desegregation. And we offer to help at this end."
"The things people say they would like to have the
most are transportation money and construction
money but neither of these are available, except in
very minuscule amounts," Anrig added.
Title I (ESEA) provides aid to local school dis-
trusts for poor children. Title III (ESEA) supports
innovative programs.
The recent Report of the National Advisory Com-
mittee on Civil Disorders recommended expansion of
Title IV into a major program to provide compre-
prehensive aid to support local and state desegregation
projects. "To accomplish this purpose, Title IV should
become the vehicle for a comprehensive federal con-
struction, technical assistance and operating grant
program," the committee said. For such a program
to be successful, the riot committee report continued,
Congress would have to repeal the restriction that
forbids federal financial support for programs de-
digned to overcome racial imbalance.
Private civil rights groups also have criticized the
Title IV program for lack of comprehensiveness, even
within the bounds of the present phrasing of the law.
They feel that Title IV personnel should not just assist
districts in meeting desegregation problems but should
work for complete reorganization of individual school
systems into completely integrated units. They be-
lieve grants to state agencies encourage "tokenism,
since employees with their first loyalty to the state are
thought more committed to helping local districts
meet minimum standards than to ending a dual school
system.
At present the Title IV program is available by re-
quest of the school district or state agency, but offici-
als at HEW and the Department of Justice have
been asked by civil rights people to use more pressure
in getting districts to accept assistance. A federal
judge in Florida ordered the Duval County school
board to request the services of the South Florida
Desegregation Center, funded by Title IV.
Present indications are that the program will re-
amain a "by request" service, although it can involve
recommendations for a complete reorganization of
school districts. "Our aim is to help them do a good
job of desegregation," Anrig explains. "That takes us
into questions not only of how to set up transporta-
tion routes, building programs, grade organization,
but also once you get the kids into the school, are
there instructional changes that are needed? Are there
primary changes that are needed? Do you need new
types of services? We can advise them on these kinds
of things—not make the decisions for them."
The Title IV assistance staff and the Title VI com-
pliance staff joined in a meeting held in Atlanta this
spring for the school districts that have had all their
funds terminated. Of the 100 terminated districts, 67
are predominately white and these were invited to
hear suggestions of how they might become eligible
for federal funds again. Superintendents from 32 dis-
trusts showed up, a much higher figure than Anrig
had expected. The Title IV staff will initiate another
program later for majority Negro districts facing de-
segregation problems.
At present, there are no plans for meetings with
Northern schoolmen, until the compliance program
develops there. "Primarily, we are staying out of the
meeting game," Anrig commented. "When we had
a meeting, it is going to be for a specific desegregation
problem, rather than the overall topic of human
relations."