

is the shortage of trained teachers and other skilled school personnel.

Over the years, through such new programs as the Teacher Corps and through special scholarship and training programs, I am sure that we will be able to attract many more people into the schools. I believe too that the new and invigorating climate of education in this country, the opportunity for doing challenging and worthwhile work, is already stimulating a new trend back into the educational professions.

The problem, of course, is that today's children cannot wait for tomorrow's teachers. The shortage is going to persist for some years, but already we have begun, and particularly in the Title I projects, to find some new solutions to the problem.

Commissioner Howe tells me that he has urged chief State school officers to take the lead in recruiting teacher aides, part-time staff, and volunteers to help out in the schools. I want to add my voice to his in urging you to explore this sensible, and typically American, solution to the teacher shortage. It is typically American because it is based upon an American tradition that is at least as old as the "little red schoolhouse"—the tradition of community involvement and participation in education. Our forefathers built their own schools with the help of their neighbors. They had box suppers and bazaars and hoe-downs to raise money to keep the schools going. They took turns providing bed and board for the "schoolmarm." (That's part of the tradition I imagine most schoolteachers are glad to see is on the way out.)

In recent years, it seems to me, schools have too often tended to become aloof from the community. It is time we reversed this tendency. The problems we face in our schools today are too big for the schools alone. They require that all the resources of the community be put to work.

Last year some 50,000 teacher aides were at work in our schools, freeing the teachers from routine duties to do a better job of teaching. When school opens this fall, many more will undoubtedly be on the job.

I am sure that many homemakers who are qualified teachers would be willing to work part time if the need were known to them.

And let us not forget the volunteers. If there is any doubt that community volunteers can make a willing contribution to education, I refer you to the experience of the Head Start program, which in its first year recruited nearly 100,000 volunteer helpers, as well as 46,000 paid neighborhood workers.

The truth is that the American school, and particu-

larly the school serving the poor, can no longer afford, for many reasons, to be an island cut off from community life. There is a mutual need: The community needs the school, and the school needs to become a real part of the community. Here again, Head Start has made the point quite clear. In last summer's program alone, more than half a million disadvantaged kids were reached and given a short but wonderful experience. We know how dramatic and hopeful have been the immediate results of this experience.

But many are asking—and I now ask: Will Head Start be a waste because the community does not do the necessary followthrough on the health and family problems detected? Or because the schools to which the Head Starters go just are not good enough or resourceful enough?

There are many ways we must employ to secure constructive cooperation between the school and the community. Let me cite just a few.

Active involvement of parents—a hallmark of Head Start—must be stepped up at all levels of elementary and secondary schools. This is particularly true in districts where our disadvantaged children go to school. The children will benefit; the parents will benefit; the school will benefit; and the community will benefit.

Our private organizations—labor, business, civil rights, fraternal, women's, and civic—are looking for a chance to serve. It is your responsibility and opportunity to add this important resource.

Dedicated and talented students in nearby colleges and universities represent a rich source of tutors for disadvantaged children—as the burgeoning student-tutorial movement attests.

I have already referred to the need for educators to be concerned with the broad range of social services which must complement education as such. To all of this must also be added the need to face with increasing determination the issue of segregation in our schools.

I want to stress in the strongest possible terms, that we must press forward vigorously toward full integration of our schools.

In our large cities particularly, economic factors and the movement to the suburbs are creating serious racial imbalance in the inner city schools.

Many States and communities have developed ESEA projects which successfully aid the cause of school integration. They are showing that we can have both *quality and equality* in our schools.

It is unthinkable that compensatory education should be misused as an excuse to postpone integration. For the two are in reality effective and complementary allies