

is a refinement of the techniques and a determination by the Office of Education of how we duplicate and expand successful projects without watering down the effect. May I suggest that the critical issue to be faced under Title I is how we develop new techniques rather than expand the old.

James G. Banks, executive director, United Planning Organization

The need for a sense of urgency among educators about this matter is so great that I would recommend that the Office of Education engage panels of evaluators for deployment throughout the country to study Title I programs. These panels should include parents of the disadvantaged, employers, social service people, poverty program officials as well as educators. One of the primary objectives of the panel should be to assist local school officials in recognizing the magnitude of the problem, their own role in its resolution, and the availability of a host of resources to assist in doing the job. Schools should be challenged to provide community leadership in meeting the need.

Margaret A. Dabney, professor of adult education, Virginia State College

This conference reiterated one of the first principles in programing: the need to involve the people for whom the programs are designed. However, even though all of this was enunciated time and time again I have some skepticism about the extent of its application; often when pressed, participants would admit that the people whom they were involving were really the friends of the poor who presumed to speak for the poor.

Jacob Silverberg, chief psychologist, Memorial Guidance Clinic

The key person who lives with the children everyday in the classroom is the teacher. Substantial enhancement of teacher training and of teacher acceptance and long-term work stability I see as very material provisions to cope with the problem of educating the disadvantaged child. Let us not find ourselves when the smoke settles with "disadvantaged teachers."

Marvin G. Cline, assistant director, Institute for Youth Studies, Howard University School of Medicine

A skillful teacher might be able to use a variety of helpers, but this requires a very careful analysis of the events in the classroom and the problems of manage-

ment. Indiscriminate use of aides without preparation of the master teacher and the rest of the school structure may do more harm than good. Another danger in the use of aides comes from their restriction to custodial work in the classroom. While this may ease the teacher's burden, it also reinforces the child's view that poor people (if they are the source of aides) are typically the custodians, even in the school situation.

The notion of educational complexes or parks is an exciting and productive one. The large, flexible campus is the most attractive technique now available for reshaping the metropolitan school picture.

Frank L. Stanley, Jr., associate director for education, National Urban League

Excellence in public education in a democratic society must strive for academic, intellectual, and creative growth in terms of human values and human relations. Public education must have a purpose germane to the ideals of our society.

Therefore, academic skills should not be viewed as ends in themselves, but rather as tools for responsible, knowledgeable, and humane citizenship in a multiracial, pluralistic society.

Rodney Tillman, assistant superintendent in charge of elementary education, Minneapolis Public Schools

Teaching can no longer be considered as only working in the classroom with pupils. It must include time for planning appropriate learning opportunities for learners. This will require a longer year for many educators. It seems very inconsistent that education (formal schooling aspect), now generally agreed to be America's most important business, is carried on by part-time workers.

Robert L. Green, director of education, Southern Christian Leadership Conference

Significant progress will not be made in elevating the general status of the poor until educators begin to adopt the *attitude* that our society must achieve a commitment to being fully open in (1) housing, (2) employment, (3) integrated education, and to the acceptance of all men without reservations. A federally financed program of inservice training for both teachers and administrators is immediately necessary.

The USOE should assume an aggressive leadership program both for schoolteachers and administrators, focusing on their responsibility in creating an atmo-