

in a cooperative effort in evaluating title I projects and get joint work here.

We would hope that this would become eligible under V-b for some support.

Dr. PAQUIN. I would react favorably to that. I think the expectation of most of us, I know in my own particular city I am directly involved with the development of the plans and the programs for model cities.

I might say also in that connection this group which we represent, the great cities group, is having its conference in the early part of April. One of the times on that program is that we have invited Secretary Taylor to come to that conference because this is an area where we see a possibility of achieving exactly the kind of things we are talking about.

Dr. WHITTIER. Yes, we certainly support it. We are working on some projects right now in this very vein, even to designing the school in cooperation with the other governmental agencies to make this a complete community school.

This involves a parochial school adjacent and other things. Yes, we want to get additional resources at the same time we get other services and make the school a community center.

We have done this in four schools this fall in which we have introduced additional services but the lack of funds precludes our giving the massive attack you are talking about.

Mr. SCHEUER. How do you feel about amendments that would accomplish that perhaps in an alternative way of requiring that no plan would be approved where there was not at least a 50-percent increase in dollars per student that haven't been spent before, and requiring there be coordination of all existing government programs other than educational programs to make sure that the health and nutrition of the child were taken care of—that type of approach?

Dr. WHITTIER. It needs to be looked at just a little bit because the areas where you would provide it are already provided greater per pupil cost.

It should be in citywide action, not that particular location.

Mr. SCHEUER. Let me ask one more question on the general grant versus the categorical grant. It is obvious that as recognized leaders in your profession you have a high degree of knowledge, professionalism, expertise, and also openmindedness and receptivity to change.

Apparently from the report of the National Advisory Council in other school districts there was not that degree of receptivity to change. Let me read a couple of quotes from the November 1966 Report of the National Advisory Council:

If appropriation of money alone could bring about the needed change it would now be safe to sit back with reasonable satisfaction that we are on our way.

But provision of fund is only one step in an enormously complex task. Human beings must be changed, millions of children must be taught faith in their own accomplishments in face of their negative experience in school as well as out.

Hundreds of thousands of teachers must be persuaded to revise fundamental notions of what the act of learning is, what the relationship of pupil to teacher should be.

For the most part, projects are piecemeal, fragmented efforts at mediation or vaguely directed. It is extremely rare to find strategically planned comprehensive programs for change. The Council continues to be stirred up by the