

standing that she has gained from study and also her personal experience as an aid.

I think perhaps I ought to say just one bit about Bank Street for you so you will know the background out of which we talk.

We are deeply involved in teacher training, but we are more concerned with the whole question that has been raised here today by many of you which is how do you get dissemination, how do you get change, how do you get improvement because it is very telling, the question which says "well, if a concern with a disadvantage is long overdue, where have the States been? Where have the school systems been?"

One answer, of course, and it is partly a legitimate answer, is that there have not been the funds.

On the other hand, many of us who are out in the field working in school systems and studying them find that even where there seems to be plenty of funds, the funds are not used wisely and changes are not made to try to bring about new practices that will lead toward the goal which everybody agrees is important, which is to try to bring into the American stream of life about 30 percent of the children of America who today are coming out of our schools, a large proportion of them, ill-trained for productive lives in society and many of them already doomed to what I call permanent unemployability in our society.

When you think that in the large system in which we work in perhaps 250 elementary schools, 85 percent of the children at the end of the seventh grade are retarded in reading and, I would guess, at least 50 percent of these are so retarded that they cannot possibly do successful secondary education work. It becomes apparent that this is an advance problem, a difficult problem, a complex problem.

The first point of two I would like to make today, and perhaps I can make other points in the questioning period after lunch, is first, in spite of the difficulties and in spite of the problems which you men and women are as concerned about, and certainly even more knowledgeable about than most of us who work in certain areas of the country, in spite of that, there is, and in spite of what I just said about the tremendous job still to be done, there is, as I have said in my written testimony, abroad in the land today a spirit and a movement among educators and all of the other people who are becoming more interested in education and the work of the school which gives great hope.

The first summer that Headstart came into New York, the public school program was opened and almost no children appeared. The school system realized that the schools really have never known how to get in touch with the children of really disadvantaged, disorganized, alienated, poor families, but they got to work and by the end of the first year the school system had introduced personnel who got out to the homes. They had more home visiting going on, and by the time the second summer came around a different situation occurred.

This required change. I would just like to point out the change in the educational establishment is no more difficult, but I am sure, it is no less difficult for the people in that establishment than it is for any establishment that you can think of, any bureaucracy. Change takes