

place very slowly. We all have ways of working and we continue to use those ways and it takes a great deal of dynamite sometimes, intellectually and from the standpoint of funding and so on to make us change our ways of behavior.

This is a deep concern of all of our studies and work in fact, in our teacher education work at Banks Street we are concentrating now upon teams of teachers and administrators from various parts of the country who come for workshops, and we try to work with them and develop with them ideas with which they can go back to their home towns and States and bring about some of these changes which really have to take place.

The chairman would be pleased to know a team from Louisville, Ky., will be at Banks in this summer as well as Atlanta, Cleveland, Hartford, Miami, and various parts of the country.

I would say it is difficult to bring about the change but I think some change is taking place, and that leads me to the second point, and that is the support we would like to give—I am not very good on all of these titles and I get confused about them—but that part of the amendments which would permit States to set up planning and evaluation agencies. I will certainly go along with the Commissioner from Minnesota, who said that the State organization should not be bypassed. They should be used more fully. The local areas need to be used more fully.

While I support this amendment, I should like to interject at the beginning a statement in support of what we have now. I am a great believer in not letting any one establishment have the whole show. That is why I would hope that Headstart would not be put into the Office of Education and under title I. It may belong in the department, but I would hope that it could be set up in some way so that some of the influence of the people who had the original vision in OEO and Shriver, and so on, could still have an influence upon this, because we see evidence all the time of a State department having a good influence upon the local system, of the local system having a good influence upon the State and both of these being influenced by guidelines and by requirements and by encouragement out of the Federal Government, and I mean beyond money. I mean encouragement of ideas, because our profession—and I have been in education all of my adult life—my profession is just like other professions—very, very slow to change and we do need the influence from all of these sources.

However, having said that, I do feel that a great deal more planning needs to be done at the State level. I think this is a capital idea that is being proposed to encourage and make it possible for the States to set up these planning, these State planning and evaluating agencies and to require that among the things which they will do will be concern for new programs, new horizons, new ventures.

That leads me to the point which I hope we will be able to spend most of our time on in the time allotted us: namely, one of our interests in such planning groups at the State level and these new programs is that such bodies pledge to try to implement and devise and to implement new programs that one of the new programs which they certainly will have to get into is this program of the training of school aids, the nonprofessional personnel.