

which has been serving as a resource to three District Superintendents. Long before there was the wide-spread concern about the schools of the ghetto areas of the big city, Bank Street was deeply engaged in studying and probing at this great problem.

Finally, I should perhaps add, the College has in the past six years conducted training programs and provided consultation to a number of cities across the nation, thus giving us a picture of the educational scene beyond New York City. For the Office of Equal Educational Opportunities of the U.S. Office of Education we have been providing consultation service to school systems facing particular curriculum problems as part of their efforts to desegregate and integrate their schools. We have provided training for teams of teachers and administrators from such cities as El Paso, St. Louis, Louisville, Boston, Washington, D.C., San Juan, Milwaukee, Charlotte, and Cleveland. This coming summer, teams of teachers from Louisville, Atlanta, Hartford, Miami, and Cleveland will be studying at Bank Street directly on the problems faced by their school systems in relation to the education of disadvantaged children.

From this wide-spread involvement we can report to you, ladies and gentlemen, that, although the educational problems of this nation are vast and will require an expanding effort on the part of the federal government and the states for correction, there is abroad in the land today an encouraging movement on the part of not just schools and educators but of the related professions and the general citizenry which promises great hope. We are convinced that the school is the most critically important agency in our society for cutting into the permanent cycle of poverty. Many other things need to be done, of course, but unless we can provide the boys and girls who are now coming out of our schools doomed to permanent unemployment the skills and attitudes necessary for playing productive roles in society, the culture of poverty will continue and only grow worse.

My first point relative to legislation to strengthen elementary and secondary education in the country is to commend this Committee and the Congress upon the important first steps which have been taken and to urge that in all future legislation the vast proportions and complexity of the problem be borne in mind. School systems, just like other social systems, do not change easily. The problem of the re-training of large numbers of personnel is gigantic in proportion and slow in accomplishment. New methods and new materials for teaching the children from highly disorganized families must be developed. New resources must be found to meet the medical and psychological needs of children. Therefore, if we, the American people, intend to do the job, we will have to put into it many times the resources which we have been willing to make available to date. My first point, then, is to urge the Congress to provide increasing funds in support of the various programs which can, given enough time and money, bring about the necessary and desirable changes in our entire approach to the education of children and youth.

Secondly I should like to make some brief observations on the proposed Amendment to Title V of the Elementary and Secondary Act relating to grants for comprehensive educational planning. Because, if solving our educational problem requires a great deal more money, it also requires a great deal more systematic, coordinated planning and evaluation of education at all levels.

We strongly support the proposal in Section 523 (a) (1) of this bill for the establishment of a single state agency to develop comprehensive state-wide planning programs designed to 1) set state-wide educational goals; 2) develop through analysis alternative methods of achieving these goals; and 3) plan new programs and improvement of existing programs based on the results of these analyses.

We also urge that there be included among the new programs to be considered by such state-wide planning agencies a program for "New Careers in Education"—that is to say, the coordination of non-professionals along with professionals in a long-range, integrated approach to meeting the learning needs of children and youth.

Bank Street College of Education is currently conducting, under a contract with the Office of Economic Opportunity, a nation-wide Study of Auxiliary Personnel (that is non-professionals) in Education. The first report of this Study is the volume entitled "Teacher Education in a Social Context," several copies of which I shall leave with the Committee staff. Preliminary findings from the analyses of 15 demonstration training programs for auxiliary school