Two years have passed since the Elementary and Secondary Education Act went into effect, making possible some of the most extensive and creative changes in American education that our generation has known. The ESEA program which has come to symbolize this change is Title III, also called PACE (Projects to Advance Creativity in Education).

From its inception, Title III was intended to be an opportunity for local school districts to explore new solutions to persistent educational problems, problems significant not only to a particular community but to the Nation as a whole. Whereas other financial assistance programs are available to enable school districts to repeat proved demonstrations and to extend the use of new but accepted methods, Title III has a lighthouse function—to show the Nation what is innovative in elementary and secondary education and to provide models of excellence that can stimulate educational change.

A national perspective is essential to the fulfillment of this role. The situation might be compared to an impressionistic painting. The problems of each local area are, in one respect, distinct and individual. But together they form patterns for a state or region, just as the dots of color in the painting blend to form images. When the painting is viewed as a whole, the recurrence of certain patterns becomes obvious and the significance of each segment emerges in relationship to the others.

Similarly, as we view the national education picture we see patterns of common need. It is in the national interest to solve these problems.

At present we have six major concerns which we hope will be the focuses of more Title III projects in the months ahead.

First in priority among these concerns is the solution of educational problems associated with the hard core of our central cities. The sad experiences of the summer have underscored the irrelevance of traditional educational programs for doing an adequate job in the ghetto areas. Having visited the riot-torn sections of Detroit and Newark, I can testify that it is not going to be sufficient to simply get the schools back in operation on a business-as-usual basis. There is too much unfinished business in these schools.

Increased provision for early childhood education in the inner city is one of the crucial needs within this category. Too many youngsters enter kindergarten or first grade completely unprepared, and in many cases physically unable to profit from the experience. Head Start and ESEA Title I preschool programs have been able to serve only a frac-
School officials, overburdened and superficial overtures as they would subsequently, the high rate of settle into mistrust and apathy. School might open an evening study from any confrontation at all.

academic authorities, these parents and irrational actions on the part of equally uncomfortable over the communication problem, either make superficial overtures as they would in a middle-class setting or retreat from any confrontation at all.

Employment of neighborhood residents as liaison personnel has been a step in the right direction; however, we would like to see more comprehensive efforts to involve parents. For example, a few school districts experimenting with teen-age tutoring programs have discovered that the adolescent tutors learned more than their elementary school charges. Using the same principle, a school might open an evening study center where adults could be oriented to tutor children and simultaneously improve their own skills.

Few comprehensive programs have taken into account the contributions that inner city parents might make, both in terms of participating in decision-making about school practices and in terms of sharing their own areas of expertise and their experiences with students.

Urban and suburban school systems should explore possibilities for cooperative programs designed to enable more realistic educational experiences for both student populations and capable of providing greater motivation and higher quality instruction for the city students.

Where additional facilities are to be constructed or old ones replaced in metropolitan areas, they should be the finest and most imaginative that can be designed, and they should include provision for such advanced technological tools as computer systems and educational television. High priority should be given to the planning of such facilities and to the utilization of advanced technology.

The crucial ingredient in improving urban education is, of course, the teacher. We look to the Education Professions Development Act of 1967 to greatly increase the opportunities for advanced training in all the education professions. But the plain fact is that many institutions of higher education don't know how to prepare middle-class teachers to work with children who are culturally different. A survey of 281 colleges and universities in one region revealed that 96 percent of these institutions believe teacher education schools have a special responsibility to help improve the education of the disadvantaged, but only 38 percent think these institutions are, in fact, helping. In this age of mobility, the odds are that most teachers will have culturally different children among their students, and our Nation cannot afford the luxury of letting these children be slighted. This presents a challenge not only to teacher education institutions but to all who plan and conduct in-service training.

Our second priority is the individualization of instruction. With the technological advances of today it should be possible for each child to learn not only at his own rate but in his own way. A number of promising approaches have been devised, involving curriculum revision, school reorganization, use of multi-media devices, computer-assisted instruction, team teaching, and cooperative programs with other schools and school districts, colleges and universities, and other appropriate private and public organizations. Each of these approaches needs to be adapted and applied to different instructional situations in order to demonstrate its scope and versatility and to show how various approaches might be combined into a comprehensive program to achieve designated objectives.

Early childhood education is our third priority. School districts should begin to explore the feasibility of beginning at age 2 to diagnose and remedy potential learning difficulties, particularly among children in low income areas. Enabling each child to develop according to his maximum potential requires a well-planned, cohesive program for the years from 2 to 8, with the emphasis on the preschool years. Head Start and Follow Through can extend to deprived children the benefits of accepted practices in early childhood education. But a number of innovations based on recent research in the field have yet to be demonstrated in the public school setting. Planning and construction of exemplary facilities and the training of teachers and other staff members also need further attention.

Fourth on our list of national priorities is the integration of the poor and of minority groups into the educational system. The culturally different have traditionally been neglected and short-changed by a public school system geared to middle-class mores and based on middle-class assumptions.
class expectations. Both *de jure* and *de facto* segregation have left a measurable gap between the achievement levels of majority and minority groups; imaginative and intensive forms of compensatory education are clearly needed to narrow the gap and make true integration a reality. The problem is not limited to any one race or region. Mexican-Americans, Puerto Ricans, and American Indians have, in some respects, more serious handicaps in the public schools than do Negroes.

In addition to attempts to bridge the cultural gap through bilingual programs, new vocational education opportunities, parent involvement, etc., a concerted effort is needed to demonstrate how the effects of racial segregation may be overcome. While Coleman reported a significant correlation between the racial composition of the schools and the achievement of minority group pupils, no one is suggesting that once a school administrator has achieved a racial balance in a school he can forget about its quality of instruction as though that factor would take care of itself.

The answers to some rather difficult questions need to be demonstrated. First, how can a school in a “pocket of sameness” achieve a realistic environment that reflects the cultural composition of the world our children will be working in 20 years hence? Second, how can the school insure a harmonious learning situation in the face of widely divergent backgrounds, cultural expectations, and levels of achievement? Third, how can each child be given the opportunity to achieve his potential without the necessity for segregation within the school?

In searching for the answers to these questions, there is a need for educators to “think big,” as has been done in several communities which are exploring the educational park concept. Such a comprehensive approach could enable cooperation among several neighborhoods and include the planning of exemplary facilities.

Another priority, the fifth, is the improvement of educational opportunities for children in geographically isolated areas. Much more can be done in the development of special cooperative educational programs with other isolated schools. Modern transportation and communication media are making it increasingly possible for rural schools to duplicate the scope and quality of instruction that were formerly available only in affluent and centrally located areas. Television, mobile classrooms, and traveling museums can bring the cultural advantages of the city within reach of all. In addition to pursuing ways to utilize such media more effectively, isolated schools must also consider the challenges which will face many of their students in the future.

Those who study population trends indicate that even rural schools are educating future urbanites. One of the burdens of the metropolitan areas today is the unemployment crisis caused by the influx of rural dwellers who were totally unprepared to live and work in the city. Few rural schools have adequately prepared their young people for the problems of transition from rural to urban life. These problems are particularly acute among youngsters who will not attend college. Here, as in the other priority areas, solutions may be found in cooperative endeavors with institutions of higher education, other school systems, or even private industry.

The list of priorities would not be complete without an emphasis on the development of comprehensive, statewide planning and evaluation competence. Annual reports on the major programs of the Elementary and Secondary Education Act have revealed that the need for more adequate planning and for more effective evaluation tools and techniques is widespread and critical. From a practical standpoint, it is inconceivable that we should spend billions of dollars on elementary and secondary education without a clear picture of how well these expenditures are helping us accomplish what we hope to accomplish.

Consequently, it is hoped that greater attention will be devoted, particularly by State education agencies, first, to the definition and clarification of educational goals; and, second, to the development of more precise and appropriate tools with which to evaluate educational programs in terms of these goals. Undoubtedly, more training opportunities in this field will have to be made available to administrators, faculty members, school board members, and others engaged in educational planning.

Perhaps school districts can also be helped to refine their planning techniques and to utilize evaluation results more effectively in their planning to avoid the kinds of guesswork and random approaches that have characterized too many educational efforts.

In this respect, the systems approach is gaining favor among educators, and automatic data processing systems are lightening the administrative load. There is also room for increased investigation in less exotic solutions such as district and school reorganization.

Title III has the capacity to mount a vigorous attack against this array of national educational problems. But the strength of its charge and its chances to succeed depend upon the creativity and imagination applied to each local project and the skill with which each educator makes his own contribution to the task.