

child who comes from a very well-to-do home where he has his own private place or study and where he can put forth his best efforts.

Cannot the schools, without any assistance from anybody, really make a comprehensive study of a much greater contribution that they could make to the war on poverty?

Dr. DORAN. I would suppose the same thing could be said, Mrs. Green, about various public institutions in the communities could make a greater effort. I would suppose that my answer, number one, would be that the schoolteachers are pretty well taxed energywise, timewise, and facilitywise, to get the job done that they feel primarily committed to do in the classroom.

I do doubt that the school, within itself, could be charged with the lack of interest or concern or energy to keep the playground open for all times. Now, I would say to you that, in my opinion, you would find receptive people in the National Education Association to this sort of thing. But there is a limit to which a schoolteacher can go in getting these jobs done if you take a full survey of all of the things that the community ought to do for itself.

That is where I think this bill will engender some initiative on the part of various other agencies of the community to do this.

Mrs. GREEN. I am not suggesting that the teacher needs to do all of it, but I am suggesting that the school leaders make recommendations of how their facilities and how their personnel and perhaps volunteer personnel, could carry on a program.

Dr. DORAN. I would hope that the schools could be one of the agencies, Mrs. Green, that would be motivated with assistance from other agencies to do this for a community.

I would say that I would be the first to stand indicted that schoolteachers and the public systems have not done all they could in some communities to make their facilities and their personnel available or to schedule their programs and their time in a flexible fashion to provide all of this.

I am sure we are hidebound and committed to certain traditions and customs and procedures away from which we are quite reluctant to move.

Mrs. GREEN. There is another comment I would like to make. At the same time, I say this: I do feel that society is most willing to overburden the school with all of the ills of society and with adult problems. I refer to housing, for example. We have segregated housing in city after city. This is a problem not created by the schools. The teachers and the school personnel are not responsible because housing in almost all cities is segregated. Yet, today, we are witnessing boycotts against the schools and urging children to stay home and not attend classes; we are placing this burden on the educators and the schools as if they themselves had created the problem.

I think of another instance, the very controversial one of prayers in the schools. Again we are attempting, or it seems to me many are attempting, to shift from the church and the Sunday school and the home the responsibility for religious training, for prayer and Bible study. In other words, let the teachers also take on this responsibility. It seems to me that the adults in society ought to let the schools do the work for which they were established—educated and train youth.