

Area of jurisdiction of Community Action Agency (Name of county(s) or parts of county(s)) : _____

OEO Identification (CAP grant no.) CG : _____

Comments by Community Action Agency : _____

Was the Community Action Agency consulted in the planning of the project entitled : _____ proposed by _____

(Brief title of Project appearing in Part II, Section A, Item I)

_____ for funding under Title I of P.L. 89-10? Yes _____

(Name of LEA)

No _____ Other (please explain) : _____

Does the Community Action Agency agree that the proposed project will complement on-going and projected anti-poverty programs in the community and be effectively coordinated with the administration and operation of the Community Action Agency's programs?

Yes _____ No _____ If "No" please explain : _____

Does the Community Action Agency recommend that the proposed activity be financed under Title I of P.L. 89-10? If "No" or "Other," please explain : _____

Other Comments : _____

Signature of Principal Officer of Community Action Agency : _____

Date : _____

Chairman POWELL. Before the committee stands adjourned until 2 o'clock, Dr. Mathew, do you have a question?

Dr. MATTHEW. Commissioner Howe, I would like to ask you about the statement which you made on page 2 of your presentation. It is a statement here that says—

As is shown by the recent survey on Equality of Educational Opportunity, conducted under the mandate of Title IV of the Civil Rights Act of 1964, a fine textbook has far more impact on the child of the ghetto than on the suburban child to whom quality is not a novelty.

And my question has to do with whether or not there is sufficient evidence in this study to establish that the suburban child is really a kind of genius, who is not affected by a poor school, or the lack of a good textbook. This is one of the conclusions that seems like a Moynihan report thing, that the suburban child can do no wrong, would have no difficulty in learning. I wonder, if we really looked at suburban children, we would find that we are up to snuff in what we do with and for them.

Mr. HOWE. I think this is a very good comment, and I am glad you have given me a chance to comment on it. I think we have got to watch out for some of the broad generalizations which even I make sometimes about this study. The study does indicate that in terms of verbal skills, and mathematical skills—and these are the learning skills to which it addressed itself and which were measured in the course of that study—such things as changes in class size, changes in text materials which are being discussed here, and changes in teacher skills have less effect on the advantaged child than on the disadvantaged child.

But I don't think this should be pressed to argue that, let's say, we should therefore offer the advantaged child a second-rate science curriculum, or spend less funds on quality education in suburbia. I think that the large message which comes through from this study is not in the realm of textbooks, and is not in the realm of school organization, particularly, but rather, in the realm of the people who go to school together. What the study has as a single central message, in my view, is that it points clearly to the fact that the most powerful lever we have in improving the learning of young people