

I think there is a liveliness and an alertness on the part of school administrators, boards of education, and teachers to go this way, but if the uses of television that have been at hand for 10 or 12 years is an indication, it will take time.

Mr. BRADEMAs. Would you like to add something?

Mr. CARR. I would like to say this: that some of the daily reports that we are getting in from the field indicate, surprisingly almost, an inverse correlation between the cost of the equipment and its effectiveness in the classroom.

In those classrooms where there is a warmth and a warm, human contact and an understanding and commonness of purpose, and perhaps a few simple devices, such as a shoebox and some stones, but the direct contact with the teacher, we are finding the results, in our opinion, to be much more outstanding than those which rely on the machines.

Mr. BRADEMAs. That is in the findings in the report.

Mr. CARR. I don't mean by that to indict the machines because we have also found some very successful programs using the machines.

Mr. BRADEMAs. I would like to see them put to use more effectively.

Thank you very much, Mr. Marland and your colleagues.

I would like to say, speaking for myself, I always regard it as refreshing to hear you. You have a school system that presents all the problems in American education, but I think it also gives us hope.

I want to congratulate the members of the National Advisory Council. I always look forward to reading your reports because I don't see you as in anybody's pocket and you speak your mind from the standpoint outside Government that is most helpful to us on this committee.

Dr. MARLAND. May I respond briefly to that? There has been furnished to the members of the committee a two-page brief memorandum describing the workings of this Council which I should have referred to in my opening remarks.

I do call your attention to it. It was prepared by Mr. Carr. It does establish what I think Mr. Brademas has noted, the independence, the autonomy, and the presumed objectivity of this group in facing the tasks assigned to it.

Mr. BRADEMAs. I hope that that document will be included in the record, Mr. Chairman.

Chairman PERKINS. Without objection, it is so ordered.

(The document referred to appears in part 2.)

Mrs. KOONTZ. I would like to make a response to the statement concerning the machines: That is the fact that no machines can operate themselves unless teachers are trained in the use of them before they are presented in the classrooms. If not, we cannot expect maximum use.

In school systems where the training of teachers precedes the buying of materials or the insistence that materials be used, we have more evidences of success. This is from teachers themselves, this evidence.

Chairman PERKINS. At this point I will invoke the 5-minute rule.

Mr. QUITE. As a first question, I would like to go to the earlier report. I believe that was put out March 31, 1966.

You talk there of the universe of educationally disadvantaged children.