

worthwhileness of the report, and we have made excellent pains to distribute that report widely throughout the country. Every school system in the country will receive a copy of the report, in fact everyone has.

Mr. SCHEUER. The January 1967 Report is extraordinarily—

Mr. HUGHES. That is right. Our supply of those have not arrived, but the November report has been sent out.

Mr. SCHEUER. I would be glad to lend you my copy if it will help the dissemination progress.

Mr. HUGHES. There will be a distribution of the January report as well. I think another point that is worth mentioning in this regard is the conference we held last summer in which we called representatives from all the States. We did ask for four representatives from each State representing both the State office, higher education within the State, and urban and rural districts. We also called in a group of experts and consultants to form panels to discuss problems such as those you are relating to in terms of children and teacher relationships.

The report of that conference has also been given extra wide dissemination. We have asked each State to conduct followup conferences comparable to the national conference. Practically every State that agreed to do so has completed those.

Mr. SCHEUER. Would it be feasible to get together a roomful of addressograph plates that would really represent the people involved in the teaching profession across the country? I suppose it would be about a million of them, and a couple of times a year get out to every single one of them these terrifically significant and thoughtful and sensitive reports? That might involve a substantial amount of money. It seems to me that the reports I have discussed are so full of precedent shattering implications, are so constructive and thoughtful that they deserve the widest conceivable distribution.

Mr. HOWE. Yes, sir. Another step we are planning in connection with the teacher is a distribution of the publication of our Advisory Council on the followup program. We will be issuing within the next month an extensive supply of these brochures and we will be specifically aiming them at schoolteachers.

Mr. SCHEUER. Can you get them to every teacher in the elementary and secondary system?

Mr. HUGHES. As you can well imagine, Mr. Scheuer, we don't have any addressograph list of all the schoolteachers in the country. It would be quite a job to keep such a list up. But we do plan a series of bulletins the first of which will be this bulletin I mentioned on the summer programs which will be sent to the States in such quantities as to permit distribution to the schoolteachers.

We do think that such should go particularly to the teachers of the disadvantaged. We do think that reaching schoolteachers with these special publications and messages such as that contained in the Advisory Council report is a worthwhile effort. We plan to do so.

Mr. SCHEUER. Let me get to your further thoughts on the reports. The reports also describe at great length the necessity for adequate nutrition and health services. They describe the fact that extreme hunger was a key element in educationally disadvantage across the country. They describe the indispensable nature of impact in the