

frequent lack of involvement of teachers in the formulation of programs they are expected to carry out.

One of the most disappointing findings was the failure of most schools to identify the more seriously disadvantaged children. The Council advises more involvement. School officials on the one hand and neighborhood poverty groups on the other in a concerted attack to change the total environment of the disadvantaged child.

The act of local efforts do not yet reflect a widely accepted strategy for creating a new effectively creational climate for disadvantaged children. We have not yet learned to group projects in total programs and to spread such programs throughout the school areas where disadvantaged children are concentrated.

Doesn't this give some indication that in the area of the leadership for change in teacher attitudes; to create a better involvement with the community, to create a better involvement of the teacher, that some direction and guidance by the Federal Government for some communities will help remedy some of these rather large-scale and disturbing deficits which the National Advisory Council has found?

Dr. BRIGGS. Yes, I think I would agree. I would want to come back again and say that real change has been made. There is improvement. I am only speaking of my own city, a city that has and will have great troubles but there is an involvement of people in schools now that we never thought could happen.

Thousands of people are involved.

Mr. SCHEUER. Has that not come in part from the Federal Government's emphasis on the direction that some of these efforts should take?

Dr. BRIGGS. That is correct. Without the assistance from the Federal Government—

Mr. SCHEUER. I am not talking about financial assistance but some the qualitative emphasis on direction that the Federal Government has given based on experience across the country—just like this report of the National Advisory Council.

Dr. BRIGGS. Yes. I would also give encouragement to the fact that there is a lot of fragmentation. This sometimes is good because we all get around and look at each other's programs. Every one of us at the table today visits each other's programs, visits each other's cities; we exchange information.

When something began working in San Diego that we didn't try in Cleveland or Philadelphia or someplace else, we got out to San Diego to see what was and what was making it work.

So the early stages of our programs appear to be a lot of useless fragmentation but out of this comes a sifting and evaluation and a unification of that is good.

The teacher aide program, for example, started in one location. Everyone uses it today. There is a certain form that it is taking. Yet in its early stages it was a more deplorable experience.

Mr. SCHEUER. Take the teacher aid program. For some decades has there not been a great reluctance on the part of the school systems to engage in parent outreach and to use teacher aides effectively?

Hasn't the Federal Government played a catalytic growth here?

Dr. BRIGGS. In the first stages, no. The Federal Government was not involved for 6 or 8 years. That program came out of foundation money during the first years. But it has taken them and encouraged them and given money to underwrite these kinds of programs and have involved lay citizens.