

We have undertaken a most effective remedial and enrichment reading program for pupils in the primary, intermediate, and secondary grades in our summer schools of 1965 and 1966. Using ESEA title I funds, we established last April a remedial reading clinic which gives intensive attention to some 90 public, private, and parochial school pupils with critical reading difficulties, and which provides remedial reading specialists to work with other, less critical reading problems among children in the elementary and secondary school buildings of our city.

We are taking care of youngsters who are 2 years or more retarded in reading. We are concentrating our funds in one area, rather than several, to try to improve the ability of our youngsters to compete on equal terms, educationally and economically. Ours is one of the communities which has been cited by the NEA and other organizations for their work in integration. It seems to me that as we are able to give these youngsters a headstart, whether we call it through this formal name, or a headstart in the upper elementary or other grades by teaching them to read, which is the fundamental tool of learning, as we are able to do this we are improving our opportunities and the acceptance of our program of integration, in which we believe.

Since the funding of title I got started a little bit late and we were not able to make commitments, we had funds left over which we were permitted to use for a summer program in the improvement and work in curriculum, in setting up curriculum guides for the culturally deprived and other youngsters.

In setting up curriculum guides for the culturally deprived and other youngsters, through title II, as my respective colleagues have testified, we have been able to improve our library opportunities, which, again, is the heart of the program.

We have established a microfilm library in our White Plains High School, which is available not only to the public schools but the private and parochial schools, and under restricted conditions to the adults of the community. It is the only one in the county, I believe, and this has been made available through the funds which our Congress has provided.

I would like to indicate, also, that we are very grateful for these funds. We have done our best to spend them as economically and effectively as we spend funds raised through our own local real property tax levee.

One of the keynotes that we decided upon when these funds become available was that any funds, Federal or State funds, should be spent as prudently and as wisely as funds which were carefully scrutinized when we again came to our local meetings to discuss the local funds.

I would like to endorse the Teacher Corps. The heart of improvement of any program, whether it is for the culturally deprived, for any handicapped child, is the teacher. Many of our teachers have worked in schools which have been predominantly for the privileged child, and are not fully aware of techniques and procedures for working with the deprived child, whether this deprived child be deprived through mental ability, through physical handicap, or through color. As our teachers develop a warmth in working with the handicapped child, our programs become more effective.