

If Headstart were incorporated in the public school system as an integral unit of the elementary and secondary program, however, provision could more readily be made to monitor the social and academic progress of each pupil, remedial and enrichment programs could be planned as indicated, and evaluation would be facilitated.

One extremely important aspect of the Headstart program is the development of close working relationships between the schools and economically deprived families. The interests and involvement here of these parents would be easier to sustain when their children enter regular school, if Headstart were in all cases operated by the public schools.

It seems to me that as we have nurses working with these youngsters, and as we have doctors examining them, and as we work in small groups we are learning a great deal about both the child and his family. We are making anecdotal records and reports of these cases.

This becomes part of the record and part of the knowledge with which the public school undertakes the education of these youngsters.

It is, indeed, no mystery, it seems to me, that you have classes where the requirement is 15 for working with the Headstart youngsters, the maximum classes, and then you move them to double that. No wonder that there is a lowering of the efficiency with which these children are taught.

The key to the teachers is two things: One, the competition and dedication and warmth of the teacher, and, two, the classes and the opportunity to know each individual child and to know the family of the child, the roots from which this child comes, it makes all the difference in the world whether a child come from the home of one of this committee or come from a cold-water flat where four children were competing for a bed in one room.

Throughout the country you have that kind of situation. Some of it is in our affluent Westchester County. The Teacher Corps will help to insure the kind of teacher that we are looking for. It will give the teacher an opportunity to work in the kind of situation where that teacher will learn this dedication, will get to know the family of these youngsters and will become enriched through this kind of association.

I would urge also that in America we still have rural areas where teachers do not wish to go, unless there is an unusual dedication. I would urge that the proviso of the Teacher Corps be made available. The strength of America is not just in the large cities, although increasingly this is becoming the center of population, not alone in communities which have a heterogeneous population in this suburban community, but also there are still many youngsters in rural America and the Teacher Corps should be made available there, also.

Another important point, one on which there has been a great deal of complaint, is that these funds be spent prudently, that we not rush into projects just because money is available, and so that we won't let it go by.

If we are to spend this money prudently we must have adequate time to employ the competent staff which is necessary. If we start a program in September, that program should be funded and we