

I am with Mr. Rockefeller. I was talking to myself back there in the second or third row. First, education is of paramount importance, we cannot start it early enough. My contention is that we don't continue this compensatory type of education which we should continue beyond Headstart.

Speaking of Headstart, before I go into my paper here which I have just pulled together, so that I won't go off on a tangent, may I tell you that I taught at Fordham for eight summers, and I taught child development and also the problems of the individual youngster.

The first year that Headstart opened was in the summer of—if you recall. I took my class down to the 138th Street Headstart program. I sat down with a little child. I said to the youngster, what do you want me to make?

I had some clay and he had some clay. He said make me a chicken. It was in very broken English. I made him a little chicken. I went over to another little child. He said make me a police car. Again the teacher had to interpret for me. I did not know what he was trying to say. This is the first week of Headstart.

These are all 4- and 5-year-old children. I went to another youngster. He said make me some alka seltzer. By this time I did not know just what to think.

I finally went to the teacher a little later and I said, "why would these children all say the same thing?" "Sister, look out the window." I looked out into the narrow street. Here were police cars, five or six of them. She said, "The only food these children have pretty much of is chicken which is a favorite meat of theirs. Sometimes their parents overindulge so they have the alka seltzer."

The interesting thing was, after 6 or 8 weeks, toward the end of summer school I returned to that same Headstart program. I am telling you this only because you all have read of the astounding results of Headstart.

There is no doubt about it. I have not been fortunate enough to carry on a Headstart program, but at the end of that summer I returned with the same group of teachers. Unless I would have known it was the same children in the same setup I would never have believed it.

It was a little short of miraculous. These same children were using the telephone, dialing perfectly, placing orders in a restaurant, of course pretending, telling stories to each other, playing games in perfect accord with everything that we hear about in psychological adjustment with others.

They knew the five boroughs in New York. They could tell you they had been around the island. I think something like this, when you have personally visited a project like this, might give you some idea of how I feel about many of these programs I have seen.

Now I have not seen too many, that is true. But this is just one isolated instance I want to bring in because we all are in love with this very young child, but I am very much concerned about the growing developing youngster as he goes, particularly, goes through the elementary school.

In 1964, Edgar May wrote a clear-thinking study of a key American problem entitled "The Wasted Americans."

In the near future are we going to call them the "used Americans"? This concerns me very much. The scramble for funds and for power in