

exist in the schools. We know this. They are pressured by parents, by school boards, by civic leaders in the community.

There are many, many things they would like to do and they will never be able to do them. We all know this. Now, to get into our little tiny reading center. The Boorady Reading Center was set up with the idea of attacking the failure pattern from every aspect possible. It does not mean we don't have failures. We most certainly do. It must provide an atmosphere we feel of achievement. Could I say just one word about this.

It is a basic need for all of us, isn't it? If you have children in your family I am sure you have heard them say "I did it all myself. Let me do it myself. Look what I did."

What they are doing is spelling out "I can achieve." Achievement, success, and hope. This could only be done by providing a facility with complete freedom from outside pressures and money to operate such a facility.

It must not be dictated to by the public schools, the parochial schools, civic government, or any other group. At the same time close cooperation with the local school is necessary since compensatory education should bolster the existing curriculum.

In other words, we work as an auxiliary of all of the large school systems, not as something opposed to them. I think I should make clear here that all the times I have set up reading centers, and this is my third one, I have found that these are the places where most teachers will want to come because they are having maybe a little difficulty with this youngster or that child. They say how do you do it in a small group set-up, a sort of demonstration type of thing.

At the same time you are not only helping the teacher but you are helping the youngster. Compensatory education or any education of a special service should be outside the institution where the child has experienced academic and social failure. I will refer later to the report that was made by the National Education Association to President Johnson last year and the fact that they had gone to various school systems throughout the country and they had found many of the programs, so-called compensatory programs, were not successful for three reasons.

First, these children were being taught in the same place where they had met failure.

Second, they were taught by teachers many times who had no faith in them.

Third, the teachers themselves in some instances did not know the material, that is the best material, for the youngster who needed the most help.

This, I think, is very interesting. So it is very simple, I should think, to set up a compensatory type of program where you would have multi-ethnic types of books, you would hire the best teachers you could find and you would change their environment to that of a warm, attractive home.

The teacher could provide a sort of father or mother figure with each child to identify himself with.

He should here encounter acceptance, trust and confidence. He should be provided with new experience, and attention here then can be given to his medical, nutrition, and psychological need.