

Above all, his education should be individual, of the highest quality, and geared to his ability so that he might progress at his own speed. This spells the beginning of success and independence.

Now the economic opportunity act provided the opportunity for the Boorady center to expand and operate in this unique manner. I invite questions here. It has been even more successful than we had hoped. Our original idea was to prevent future dropouts.

We are encouraged to see yesterday's dropout beginning to voluntarily ring our doorbell and ask for the opportunity to try again. Now, this is very interesting. Just the other evening a young boy stood around the house. He looked in the front window, saw the kids working.

He finally rang the bell. He said, as many young kids will say, "May I join up?" "Where are your friends?" "They are all in there reading." Needless to say, he "joined up."

We are encouraged to see yesterday's dropouts now begin to voluntarily ring and ask for the opportunity to try. These boys are the hard core unemployables. We call them the dropins. No one ever uses the term dropout around our house. I have to be very personal about this because we are like one huge family. We all say so and so dropped in. That is a sort of key word around the house. Everyone knows he is a potential dropout or he has just dropped out of school.

This summer, of 1967, we had six Indian children from the nearby Cattaraugus reservation, 12 dropins, five mothers in addition to the 28 elementary and junior high school students. May I add here not one youngster has ever been forced to come. It is voluntary. The teachers recommend it very often that they come.

Parents urge them to come sometimes. But the child himself only comes because he wants to. We hold a little interview with each child before he is registered. We ask him why he wants to come. I wish I could have made a tape of what some of the answers have been.

Some of them have said something like, "I want to learn to read so that I will know the answer for a change." "I would like to be able to hold my hand up when the teacher asks a question." "I would like to be able to write a letter to my friend when he goes away." "I would like to be able to write a letter to my grandmother who can't write."

These are all various reasons they give. I would say for young children in the elementary school these are very sound reasons for asking for help. An important point I think is the followup we do when a student is absent and I expect you are going to ask a lot of questions here. One of the things we have found particularly about our Puerto Rican and colored children is their lack of sense of scheduling or of time. Now we live in a world of time, don't we. We know how important it is to keep an appointment; if we have an appointment for 3 o'clock, it does not mean 3:30.

We try to get these youngsters to come at the time assigned. In September we will say to the youngster, "Your appointment is for Monday and Wednesday at 3:30 p.m. We give them the little card, as you would any clinic, Monday and Thursday at 3:30. What happens? In various instances he lost it, the dog chewed it up, dozens of things happen.

Instead of coming Monday and Wednesday, he came Tuesday. We would say, "Your appointment is for Monday and Wednesday." Finally we came to the point where the youngsters are definitely coming, keeping their appointment.