

I could not agree with him more thoroughly. I think if we want to just sum up here we might turn to the "Report Bleak on Aiding Disadvantaged Children" on page 18:

President Johnson received a generally gloomy report on the first efforts to reach poor children through Federal Education funds.

This is why we feel we must set up something that is separate but certainly cooperating with.

The "crucial ingredient" in improving education of the disadvantaged, the report says, is changing "the attitude of teachers". Yet in most communities studies of the special projects for the poor were alarmingly deficient in facing up to this need. The report was made to the President by the National Advisory Council on the Education of Disadvantaged Children. The Council report concentrated on a \$250 million, one quarter of the total, spent this year on special summer education projects for disadvantaged children.

Let us go over and find out the reason.

It found "most disappointing" the failure of schools "to identify and attract the most seriously disadvantaged children" to the special program. It also concluded "frequently heavy purchases of educational equipment are made without examining the educational practices that underlie their use".

Now I am going to ask you to read that and ask me any questions you want to about it because this is the one thing we feel we are accomplishing in almost all of the small compensatory education programs. This is not just true of my area. I have taught teachers from various States and they all ask the same question.

Why aren't we having more programs that will help the individual youngster who cannot be helped in a large school system. If you have children and you have the money, you can afford to have tutors, can't you? A youngster having trouble in Spanish and geometry and you have college in mind you will spend money on tutoring the youngster.

I know because I taught in a demonstration school for years and I taught in a college prep school. I know that parents have spent a great deal of money on private tutoring for these youngsters. Certainly the poor deserve the same attention.

Mr. QUIN. I would ask unanimous consent and I know my colleagues will not object that all the material you have given us be placed in the record. I will yield to my colleague from New York for further questions.

(The information follows:)

THE AMERICAN POTENTIAL—REPORT FROM BOORADY READING CENTER,
DUNKIRK, N.Y.

In 1964, Edgar May wrote a clear-thinking study of a key American problem and entitled it "The Wasted Americans". In the near future are we going to call them the "Used" Americans? The scramble for funds and power in the name of helping the poor could cause such a thing. If funds are going to be used to help the poor of America, if power is going to be exerted to break down causes and produce working answers, then the overall goal has to be clearly defined and *never lost sight of*; defined, achievable goals must be permitted to have a *functioning vehicle free* to do the job.

The federal government does, and should have, the national interest of *all* citizens as its concern. Its concern should cross *party lines, economic lines, racial lines and religious lines*. The Economic Opportunity Act emphasizes the government's concern for the national welfare and a specific national problem. This national problem of the poor American is getting bigger rapidly and producing newer and ever more vicious related problems as the population and wealth of