

The report was made to the President by the National Advisory Council on the Education of Disadvantaged Children, created in 1965 by the legislation providing the first federal aid for elementary and secondary education.

The council report concentrated on the \$250-million, one quarter of the total, spent this year on special summer education projects for disadvantaged children.

It found much to commend in some of the 86 school districts studied, but concluded: "For the most part, projects are piecemeal, fragmented efforts at remediation or vaguely directed enrichment. It is extremely rare to find strategically planned, comprehensive programs for change."

PURCHASING PRACTICES HIT

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

The report was based on the personal observations of 27 consultants. They found that most of the summer programs "took place in ordinary schoolhouse classrooms and were at best, mild variations on ordinary classroom work."

One consultant reported: "The program was as uncreative and unimaginative as I have ever seen. Pupils dropped out in large numbers. Several teachers indicated they felt that any kind of help which might be offered would not significantly change most of these kids. The head of guidance and counseling told me that he was reasonably certain that most of the cause of people being in the deprived category was biological, a result of poor genetic endowment."

17 PROJECTS

DUNKIRK, NEW YORK

Take a 10-room, small-town mansion, once elegant with gables and gingerbread, lately faded to peeling paint and flaking plaster, add youngsters from a small manufacturing town, the children of once-migrant grape pickers and semi-skilled factory workers—and what do you get? Nothing more than an empty house filled with kids who read poorly or not at all.

When you add to these the unobtrusive talents of two dedicated nuns, one of whom just happens to be an author, a Doctor of Philosophy, and a child psychologist; the other a trained social worker, whose professional competence is exceeded only by her love for children, possibilities begin to emerge.

When the talented nuns convince a public-spirited businessman that he should make the once elegant residence available to them so that they can convert it into a reading center for needy children, good things begin to happen.

And, when the United States Office of Economic Opportunity learns about the quiet nuns and the businessman, and observes the initiative that they have already taken to help children with their speaking, their reading, and perhaps far deeper problems, you have the potential for a project to be supported by Federal funding under the Community Action section of the Economic Opportunity Act.

The faded mansion is in Dunkirk, New York, where, during the past 40 years, population has slipped from a 1920 all-time high of 19,336 to a declining 18,000.

The children come to the Center from all economic levels in a community where median family income is less than \$6,000. The nuns are Sister Marie Baptista and Sister Theresa of the Teaching Order of St. Joseph. The public spirited businessman is Mr. Norman Boorady, who made the residence available as a memorial to his mother and who cooperated in its initial modernization.

Prior to their hearing rumors that assistance from Federal sources might be available, the two Sisters operated the Reading Center alone and without outside help. The Center was open to any child who needed help in reading. The fee was \$1.00 per lesson. Parents who could pay did. The children of those who could not pay were welcome. In either case, no questions were asked and no child knew who paid for what.

Under OEO funding, the same policy applies. Thus, the Boorady Center has now achieved an integrated mix which represents a cross-section of all children in the community. The basic qualification for attendance is under-achievement in reading.