

the public school teachers of Dunkirk, in reading, remedial reading and developmental psychology to these teachers.

I have gone to all the public schools and talked to the parents and teachers. I feel that the coordination and cooperation has been good.

Did you have anything else in mind?

Mr. GOODELL. I think both these programs are relatively new in getting underway and we have some interesting projections on how we are going to move into this area. Any lack of coordination at the moment is probably a problem of getting started.

I have one other question that I think is relative as far as this committee is concerned. The youngsters that you come in contact with are largely youngsters whom the existing school system has failed in one way or another. I am not blaming the school system alone. It is society that has failed.

You have made it dramatically clear that you cannot bring them back simply with additional teachers or the remedial school approach. Their problems are broader in scope; family, nutrition, health, attitude, all of this.

Can you give us just a brief description of how you go about attacking the more subtle problem of these youngsters? You do not have a large amount of money to give them nutritional help, you don't have a large amount of money to meet their family problems or do things meaningful that can begin to change their attitude.

How do you go about this?

Sister BAPTISTA. I think you have an important point that concerns the motivation of these youngsters later on. First of all we do have four wonderful VISTA volunteers this year. We had two last year who did a tremendous job in our area, they developed what they call an experience room.

The Rotary built the room, equipped the room. These VISTA volunteers came in. This is something that is not connected with reading. It definitely is connected with all learning. It takes care of the subtle things that underlie a child being happy or unhappy in a learning situation.

They built a marionette stage, a puppet stage. Here were little youngsters who had never spoken English before, learning to work these little puppets where they did not have to be concerned how they sounded because they were behind the stage. These puppets were being worked on. They were putting on the shows for them. Thus, youngsters who had never before been selected to be in a show other than opening or closing the doors or pulling down the shades, as one youngster told me. This youngster was permitted to have a vital part in the community. He went around to the various church organizations and he put on a show with the VISTA volunteers. This was a tremendous thing for the youngsters.

Secondly, with these particular children we did do, I feel, a great deal of writing. This is where it really wears you out. I think any teacher will tell you this. We saw these children two and three and four times outside their reading classes to ask them what they were having trouble with.

Sometimes they would come in and they would not have any reading at all. We would just talk with them. It was a type of therapy with these youngsters that they needed far more than the "Textbook open