

at page 17." They needed somebody to sit down and talk with them. We also installed a one-way vision mirror which we questioned at great length because it cost \$400 or \$500.

It has paid for itself a million times. The child is not aware it is there. A good teacher can carry on a testing program and tutoring program, the mother sits back and hears how the teacher comes to the child. She does not say "Stop, don't you know better." But the teacher says "I think you can do the job. That is not too difficult. Remember we did this yesterday. This is just a little harder. That is all."

She hears this conversational tone with which the teacher handles this child. She observes it all. She can ask questions about it.

We hope to install some kind of recording system where the parents will hear everything that is said but up to this point we haven't.

We never use the one-way vision mirror with the teenager without telling them because they would never trust us. We usually say, "We have visitors, would you mind if they observed." They say, "If they are not going to be in here looking at me, OK." But we never use it without telling the children.

I think children cannot learn anything unless they are content and comfortable. This is again where not only our volunteers but our fine neighborhood youth corps come in.

We have six neighborhood youth corps girls. Four are colored girls, two are Puerto Rican youngsters who have done a tremendous job with our youngsters.

They help to interpret many of the problems for us because they are the big sisters of these children or they live in the same block with them. I think we very often overlook the good that another youngster from that same area can do. In fact I brought a tape with me. All we did was ask a VISTA volunteer to go up and talk with them.

We taped it. "How do you feel about the school system? How do you feel about your work here at Boorady?" We did not mean for them to talk about the school system. It was interesting to hear these youngsters say, "We like to watch good teachers teach. We like to know that these youngsters are having their questions answered."

You might be interested in this, talking about the little subtle things that happen. Last year we asked for evaluation from the children. The questions, maybe were loaded, I don't know, because I really wanted to know how the kids felt about it. We said, "How is this school different from any other school you have ever been to?" We had 189 reports. Not one single child misspelled the word teacher.

They misspelled a lot of other words. They liked it because somebody does not yell at them or something. You know if you talk cross, they think it is yelling. Not one child misspelled that word. To me this is very significant. You won't misspell or mispronounce a name of someone that you have confidence in. Here were third grade children spelling the name teacher correctly when they could not spell "can" correctly.

Mr. GOODELL. I wish we could go on all day with this. Your testimony is extremely helpful and impressive. Let me congratulate you on your presentation and the work you are doing.

For the record I will ask you how much we are going to commit ourselves beyond what we have this year. Are you and I in danger of being run out again?