

Mr. QUIE. I wish you would give for the record an example of how this could be done in your relationship with the State. I know the difficulty now in providing State aid. The legislatures go through quite a turmoil to decide what is equitable and fair. In your opinion to make certain that the State would give the fair amount to the schools which had the educationally deprived children problem, how would you suggest they do that?

Dr. MARLAND. I don't think it would necessarily call for legislation. I think it could be an administrative action by the superintendent of public instruction in any State to assemble a panel of representative school administrators and board of education members.

Through resources of the State as well as some of the cities they could contrive a very workable formula for that State, which might be different from the State next door, for reasons of different circumstances, rural vis-a-vis urban, for example. I think this could be done.

I have not thought about it a great deal, but I like it at first glance. I think there tends to be such vast differences, for example, in the cost of living between one State and another.

So the level of what you measure as economic deprivation is quite different in one State from another, I am sure. Yet, those standards now are being used universally. I am not sure they are at all valid.

Mr. QUIE. The next point I would like to raise is the involvement of the parents in the communities. You make a point of this briefly in your comments or in your paper. You say:

There must be larger and more effective involvement of the deprived parents in the school affairs of their children.

The summer education of the children of poverty stresses this greatly. I think it is something we must address ourselves to very seriously. In the full year program, how do you believe we could bring a greater involvement of the parents and the children? It is most necessary in the preschool and early years with the title I money. We see it built into OEO's program, where the money is administered through a community action agency.

Dr. MARLAND. This is a very tough question you are asking. There are no quick answers or easy solutions to it. The generalization is easy to make that there ought to be more involvement of parents.

If I could back up a little bit and say why we say that, we know vast differences—and I will suggest Mrs. Koontz may want to comment on this before I am through—vast differences in what the children come to school with, as between the favored home and the ill-favored home.

The circumstances of motivation and aspiration are vastly different. It is not necessarily the difference between Negro and white because there are some splendidly motivated Negro youngsters coming from some very lovely and supportive homes. But broadly speaking, the economically deprived, many of whom are Negroes, come from circumstances that are very unsupportive of the child.

They can come in with a good mind, creative problems, and good health but vegetate for lack of environment to which to return at the end of the day and find support.

We must discover ways to take those parents along with their children in an upward bound course. Many of these parents are single.