

They told us one of the very fine side effects of all this activity was the fact that the schools were much more closely accepted in the community than they had been in the past.

Do you think that this can be done? Do you think it should be done?

Dr. MARLAND. I do. I understand what you are saying. The term for it in our profession is the "community center school" or the "community school." It is, in my judgment, a very desirable and a very promising innovation. It is going on to a degree, nationally. It is still very limited, as you imply.

Mr. SCHEUER. Will my colleague yield on this point?

Mr. GIBBONS. Yes.

Mr. SCHEUER. Last year this committee amended the administration proposal for title III, supplementary education centers, by providing that all new supplementary education centers must be so designed that any one of the particular ingredients, like the auditorium, the craft shop, and so forth, could be made available to the community at night.

The rest of the school could be closed off, but each of these elements could be used separately. These institutions would be available for use evenings, weekends, and summers.

I couldn't agree more with the thrust that my colleague is making. I hope that in any bill for new school construction, whether it be elementary, secondary, or even university construction, will have the requirement of design so that these individual elements are easily, conveniently, and economically available for neighborhood community use. I really can't applaud highly enough, sir the thrust you are making here.

Dr. MARLAND. May I respond a bit to Mr. Scheuer's point?

The title III act, as I am sure Mr. Scheuer knows, is not sufficiently funded to afford the kind of facilities you are talking about. So far it is only a planning level.

Mr. SCHEUER. I understand that. It happened to be my amendment. I wanted to establish the point Congressman Gibbons is making. But we know how to design schools that can be used as centers of community activities. I hope we will have that kind of language in all of our construction titles from now on.

Dr. MARLAND. I would welcome that.

Mr. GIBBONS. Let's get back a little more to the early identification and the prevention of some of these problems. I think we have talked so much about cure that we have been sort of cure-oriented. We manifest that in the Youth Corps, the Job Corps, vocational rehabilitation and some of these other things.

Don't you think we can, in the early years of school, do a lot of prevention of this social failure, this educational failure? What are your ideas on that?

Dr. MARLAND. The theory, of course would be that we can and we must. That is why I applaud the implications of the preprimary and early child education programs that this committee is considering.

Part of this rests in a more rational approach to what follows, however. I don't think that the high schools of America have ever been truly relevant to some of our young people. We have geared our