

society and mores to the expectation of the prestige of college entrance. We have said that if you are not in a college preparatory program, there must be something wrong and you are discarded.

I think there is a completely new approach needed, and it is in motion in some places, to bring dignity and importance to vocational and technical courses in our high schools.

This calls, again, for very large sums of money. It calls for the kind of support that this committee has given in the past in terms of the Vocational Education Act, and others. But there also has to be a change in the attitude of our society toward these programs.

It is just as worldly for a young person to be training to become a good auto mechanic as it is to be prepared to go to college. Part of it is that, because the salvage operation which you are suggesting here has to continue on and not just settle at the age of 3 or 4.

Mrs. KOONTZ. If I may, Mr. Gibbons, I am very pleased that you have asked this particular question, because I think this is one that really holds a key to what I think Mr. Dellenback was asking me.

It makes a great deal of difference if we are talking about continuing remediation, or whether we are saying that the American public is committed to getting at prevention and dealing with it so that the school system that progresses does not need a remedial and corrective program at these successive levels, because we had promised the children that the education here will be designed for what we know of their needs, but we will continue corrective measures for those for whom it is too late.

This is an essential. I think this is what gives the hope that is the key to continuing support of education back in the States where it must be assumed.

Mr. GIBBONS. This problem of developing a child is really a partnership in which the parent or somebody standing in place of the parent plays a really major role and the school the supportive role. I guess that is about the way it is.

Very few of us know much about raising or educating children other than what we happened to learn from our own environment, from our own parents.

Don't you think in this process of early childhood development there is some way that we can get to the parent and work with the parent and get them involved in the educational process a little more: get them really better equipped to reinforce what you are doing in school?

Dr. MARLAND. I do, indeed, sir. As I said this morning, in response to a question from Mr. Goodell or Mr. Quie, I know of no quick, simple answer to offer you. But I would say that there are agencies in this country that should put themselves to work on discovering methods that could be another one of these breakthroughs that we have talked about, carefully conceived by social scientists, as to ways to construct an institution for the restoration of homes, especially the homes of deprived children.

If we don't restore that generation, if we keep reproducing generation after generation of despair, if we have to wait for the present 3-year-old coming through Headstart, we are going to wait for generations.

It is very, very important to contrive something that will bring families into the atmosphere of responsibility and education. I am