

thirdly, if the parents see that their children are not learning how to read, just the simplest elementary things which must be learned in elementary school, these parents are going to have no sense of confidence in the school. They then transmit that to the children.

In addition, you see, it is very difficult for a child to feel very good about the world, and about himself, if he does not have any of the skills which he can see all around him are needed to compete in that world. If he feels that he is excluded, if he has no sense of mastery over his environment, and you get this through knowing something, and knowing how to do various things, so that we have this vicious interaction system set up, in which the lack of learning creates attitudes which are self-deprecating and then which are hateful toward other people.

Then you get repressive discipline instead of supportive discipline that has to be introduced to keep things together, and I have had teachers tell me, many of them, that by the time these youngsters are up in the school, then the only way you can keep them quiet is by this constant—what I call negative discipline—so it is true that in some situations, you have explosions, you have kids who hate the school, and hate teachers, and this is one of the greatest—and when you say that perhaps there are millions of kids like this, either in school or just coming out of those schools, you realize that we have a tremendously tragic situation and dangerous situation.

Now, in all of that, I would say that the introduction of more adults and the only way you are going to get them is either by the use of older students, or, and these are not mutually exclusive, or people like Mrs. Williams, this would be one little thing that can be done, but it is only one, and I would not present it here in any sense as a panacea, and I am sure Mrs. Williams would feel that way, too; is that right?

Mrs. WILLIAMS. Definitely.

Mr. STEIGER. You make the point, or Dr. Klopff makes the point in this presentation that was given earlier, that it is important that the cooperation of 2-year and community colleges be sought in the development programs for auxiliaries. Is this, in your view—and I don't know what Mrs. Williams' background is—

Mr. NIEMEYER. She is a high school graduate, I believe.

Mrs. WILLIAMS. Yes.

Mr. STEIGER. Do you think it should be both the high school graduates and working toward getting more community college, junior college people?

Mr. NIEMEYER. I don't know what to say about the junior colleges. We are bringing representatives of junior colleges or community colleges from various parts of the United States together this spring, at Bank Street or in some city in the United States and we will have a 2- or 3-day session, talking about this whole problem of the relationship of the junior college, both to their graduates entering teaching, in various ways, and their modifying or modifying their program or enlarging their program so that people like Mrs. Williams can be brought in, and being up the job ladder, the career ladder, toward a goal which is beyond the goal which she has already achieved.

Mr. STEIGER. Mr. Chairman, if I may, I am through with my questions, just simply say that I think that the concept that Dr. Niemeyer,