

Would it be well to have it so divided or would it be better to devise some other kind of system whereby one agency would be dealt with at the local level and you would have a centralized responsibility?

This would be the first example.

The second example would be a college or university which is working to identify very brilliant youngsters who might not otherwise go to college except for this program.

In the higher education bill, we have a section for a talent search under the Office of Education, providing for the early identification of this very able youth and giving him some very special academic help so he can compete successfully with others.

In the war on poverty, we have the upward bound program which is for the same purpose to identify these youngsters early enough and give them some academic training.

Would it not make more sense to somehow dovetail these two programs and have, as you suggest, a centralized responsibility for the same program and indeed one agency with which the local college or university could work?

Could I have your comments on these two examples? I am sure they could be duplicated a few thousand times.

Mr. VANIK. I would say my quick response is, Mrs. Green, if our work is done well in the Headstart program, and I feel that it is, we are certainly making it easier for the subsequent teachers to handle that child. So there is that advantage.

Another point is that in the Headstart program we are doing many things. We are correcting some environmental problems with which the child had to cope. We are dealing with health problems, we are covering the whole spectrum of the child's education that lies ahead.

I think this requires considerably more skill and if work is done as it should be done in Headstart, it will certainly reduce the workload and the talent strain on the child that has been the beneficiary of the preliminary Headstart work.

We must also bear this in mind, that getting to a Headstart program and evolving it is somewhat removed from the basic question of education because it has all of these other factors relating to the human environment that are interwoven and to toss this program into the whole educational spectre is not quite proper.

We have to look to the entire environment in which that child is found in the Headstart program. In Headstart we are preparing the child for education which is separate and distinct from actually developing and going through with an educational procedure later.

Mrs. GREEN. Do you think that the programs and the goals for the child when he is 4 years of age in the Headstart program are that different from the goals and work that must be done with a child when he is 5 in kindergarten?

Aren't you concerned about the whole child in both cases?

Mr. VANIK. Education is only part of the whole child. I would say yes, they are different because in Headstart the child is probably first coming into a real contact with discipline which is almost the more difficult problem in education.

The child is guided in habit patterns which will enrich the child's life throughout his entire lifetime. It is something separate and different from actual education. I think there is a distinction.