

is not one of jurisdiction, but of what will happen to the nature of these programs if such a transfer takes place. Specifically, those of us who designed these programs believe very strongly that their success depends on continued recognition of the principle laid down at the outset of Project Head Start that no compensatory program for children could be successful if it focused solely or primarily on educational training in the traditional sense of this term, that is, using teachers and other educational specialists to give the child instruction in language and number skills. On the contrary, we were convinced that such an approach was doomed to failure unless it was accompanied by equal emphasis on motivational and social development through active involvement in the program of parents, older children, and other members of the community. In other words, to be effective, Head Start and Follow Through must involve not merely the child and his teacher, but to an equal extent, his family, his companions, and his community. This view springs from a growing body of research pointing to the decisive importance of factors outside the teacher-child relationship in determining whether or not and how much the child is able to learn.

Unfortunately, this vital fact has not been recognized as yet by our major educational institutions, namely the schools, and their representative at the level of the federal government, which is the Office of Education. The principle has been recognized, however, from the very outset by the Office of Economic Opportunity and has been implemented in the administration and operation of the Head Start program. It is for this reason that the scientific advisors to these programs have at all times emphasized the importance of maintaining OEO jurisdiction over policy decisions affecting not only Head Start, but Follow Through as well. The validity of this view has been substantiated in recent months as the guidelines for Follow Through have been developed. As you know, the administration of this program has been delegated through the Secretary of Health, Education and Welfare to the Office of Education with the proviso that all policy questions must be reviewed and approved by the Director of OEO. On repeated occasions the plans developed by OE which were submitted to OEO for approval exhibited a one-sidedness which had to be corrected at the insistence of OEO's consultants. This one-sidedness took the form of dominant emphasis on the role of the teacher and educational specialists in the development of language and number skills with relatively little attention to other aspects of the child's development, and, in particular, in the active involvement of parents, teenagers, and classmates in interaction with the child. For example, parent involvement was conceived of solely at the administrative level, it being regarded as sufficient to provide for parents to serve on advisory committees with no thought being given to insure parent interaction with the children themselves.

Again, I wish to emphasize that the development of language and number skills is a very important objective of these programs, but it is the best judgment of specialists in developmental psychology and related fields that the key to such development lies as much in the child's motivation and his self-esteem as in intellectual ability. These in turn are influenced primarily by parents, peers, and older children. Hence, the program must be carried on simultaneously on all fronts rather than through traditional educational procedures emphasizing the teacher and remedial specialist. The public school educational establishment, represented by the Office of Education, still adheres rather rigidly to the older position, with efforts to make reforms purely from within being largely ineffectual. Thus to transfer the new programs completely to Office of Education jurisdiction is to undermine the very elements which give these programs some hope of success in enabling disadvantaged children to develop the confidence and competence they need to become productive members of their society.

Sincerely yours,

URIE BRONTFENBRENNER, *Professor.*

LEAGUE OF WOMEN VOTERS,  
Iowa City, Iowa, July 31, 1967.

Representative CARL PERKINS,  
Chairman, House Education and Labor Committee,  
House of Representatives,  
Washington, D.C.

DEAR REPRESENTATIVE PERKINS: We are sending you a copy of the letter we have written to our Representative and Senators because we felt that you, as