

Mr. Commissioner, we have all enjoyed your testimony. Those of us who have seen you in action in former hearings have an enormous respect for your professionalism and your dedication.

I must say, if I have any reaction at all to your prepared testimony and to the discussion here, it is not that we are doing too much, but it is that we aren't doing very much. I miss desperately that forward thrust, that real evidence of meaningful commitment that the hearings of 2 years ago and a year ago held out.

In our hearings in prior years we were probing and we were experimenting. We didn't know that we had the right answers, although we hoped that we did. But I think this year we know a great deal more than we knew a year ago or 2 years ago.

We have had the very thoughtful contribution made by your Coleman report on the education of disadvantaged children. We have had the benefit of three reports from your National Advisory Council on title I. I consider these three reports among the finest examples of governmental reporting I have ever seen. They were intelligent, compassionate, and full of insight. They were highly worth while.

We have had the report of the Civil Rights Commission. We have had the report that Max Wolf authored on Headstart and the implications of Headstart toward elementary school systems. We have had the benefit of Dr. Conant's thinking in the last week on the resources needed.

I think the Coleman report gave us a lot of lessons, certainly one of which was the indispensable nature of a thrust into the home as concomitant to what we did during the schoolday, and the radical change and the resources that we must invest in the home in parent education.

There are the National Advisory Council reports which, while encouraging, present a somewhat bleaker outlook than you have on the effects of the operations of title I, and I think they indicate a tremendous qualitative change that is necessary in the school systems.

Dr. Conant has, I think, emphasized to us the level of resources that are necessary to reach some kind of threshold effect, the implication being that a certain minimum level of investment is trivia and has no effect on the kids: that unless you reach some substantial impact that results in a threshold explosion of reaction, you get no return at all on your investment.

What I would like to know is, in your message and in your legislative proposals, have you considered the lessons that we have learned from the Coleman reports, the National Advisory Council reports, the report on title I of Max Wolf, the Civil Rights Commission report, the report of Dr. Conant, and where in this message of yours and where in the legislation do we get a real forward thrust, first into the basic changes in doing business that we must effect in our school systems, changes of all kinds, in recruitment of teachers, the use of teacher aides, the use of educated or college-trained women and perhaps some non-college-trained women, in the whole reorientation of a basically middle-class school system?

Second, where is the answer that I believe we have all learned; namely, that the investment of resources in preschool child development and the early elementary years has to be mastered?