

The piecemeal approach to these problems is fine but the Federal Government must come in and put in a general floor under the education process throughout the country. This is a kind of financial aid to education that is general.

Perhaps Dr. Marland can better answer your question than I.

Mr. DELLENBACK. I think you have given me a partial answer to the question. I thought you trembled for awhile on the verge of the answer that sometimes we in this role get, that all of this has top priority and we can't cut any of it. But we must.

Therefore, the question is not really whether, but the question, to a degree, is where. But you veered away from whether, at least in theory, and approached the where, although I am still left not quite certain where you would draw the line on where, even where you would put the five programs or 10 programs which you would consider the essentials beyond which we should not cut.

This is at least one of those that you would establish, I read you to say.

Mrs. KOONTZ. Yes. I am caught between whether or not you are talking about what has already been, in a sense, funded to some extent, or whether we are talking about revisions, or whether we are talking about new programs.

Mr. DELLENBACK. I sit here as a freshman on this committee, I haven't gone through the creation of that which is. Therefore, I am not bound by that which is. I am prepared to either add to or subtract from, or replace, or do anything that is in order. These are not my children. Therefore, I am not wedded to any of the title I programs or any of the other programs.

It was in this context, really, that I say to you in the broad, where would you put the essentials?

Well, so much for that.

Dr. Marland, I read in your testimony this morning such things as "larger sums of money are needed to make a significant impact," "a sum of roughly 5 percent at the present level," "major new dimensions may be appropriate."

Is there anything you would say in the broad sweep of where do we go on this, not in the minutia but in the broad, so far as Federal involvement, either programwise or dollarwise, in the future of education is concerned?

Dr. MARLAND. I would say as we look down the road ahead, Mr. Dellenback, one of the things is that I would hope there would be a gradual relaxation of constraints upon categorical support into a more general support.

I think this in part responded to your earlier question to Mrs. Koontz.

I would also say that we are thinking of major changes ahead. It would be premature to say what they might be because the very fact of title I, itself, establishes a period of invention and discovery.

It is out of these inventions and discoveries that things should emerge. For example, the Headstart program which was mentioned today, is an example of a breakthrough. When such a breakthrough has occurred under the present dimensions of title I, these kinds of breakthroughs should be capitalized upon in legislation, and generalized, or, if you will, institutionalized, for others.