

Council which were superb, plus the Coleman report on the educationally disadvantaged which confirmed my view we are trying to fight a mass sophisticated all-out 20th-century war against educational deprivation with a slingshot and a peashooter.

If we take these reports together, the four of them, the message that this is a total war and unless you achieve a total effect you have lost the war before you start, that the whole is greater than the sum of the parts.

These four reports indicate clearly that if you do not make some changes in the home through a comprehensive parent-child program you have lost the battle. They indicate clearly that unless the child has adequate health, adequate nutrition you have lost the battle.

They indicate clearly that if the child does not have adequate supportive services then, class sizes that are dramatically smaller than they are now with adequate teacher aids supporting the teachers, you have lost the battle.

You can't even attract good teachers in the slum schools unless you create the total gestalt for educational excellence. I believe the arguments you have heard this morning and the frustration you have heard are basically on the question of a trivial program to which you add 5 or 10 percent.

It is still trivial. In the question you have had over the follow-through program, you are still dealing with a small fraction of the kids who desperately need that followthrough. I would like to know when is the Government going to perform this indispensable function of long-range educational planning and come up with some kind of benchmark, some kind of yardstick, that will tell us the kind of resources, the kind of educational change that we are going to have to produce so that we won't be fixing our eyes on how to add 5 or 10 percent to a program that is so utterly trivial, inconsequential, that we are faced with an exercise in futility and disillusionment, making modest percentage increases on a totally inadequate program.

When are we going to get from you the leadership and long-term program with which this Congress will have to wrestle, about which the American people will have to search their hearts and their souls to come up with the resources necessary?

Secretary GARDNER. We certainly have been engaged in the kind of planning that you talk about, and in fact, well, two of the reports you quoted from were reports which we were responsible for.

Mr. SCHEUER. All of the reports, sir, the three reports, the National Advisory Council on title I plus your report on educationally disadvantaged, the Coleman report?

Secretary GARDNER. Yes. We will continue this and we will pay attention to what is in the reports. I hope as much attention as you do. But I think that no matter how good our planning effort, we will always live in a world of some resource constraints and at that point we will have to shift our thinking to something other than, we will have to add something that is not in the reports and that is how much money we have and how we best distribute it among the various very serious needs facing us on many fronts.

Mr. SCHEUER. I understand your point and your regret that you cannot go the whole hog and that you must engage in these tradeoffs as you characterize it.