

They do try to get the children out earlier. And with children who I know it is because of stopping to call for another one, I tell them, "It is your education, not Johnny's education, so you get here early," and, in turn, they will come to school earlier.

Mr. SCHEUER. That is very interesting.

Dr. Niemeyer, we have had the experience here of asking a number of school principals and superintendents whether they have read the three reports of the National Advisory Council on title I. Now, all of these people have come to testify on title I, and I have yet to hear a single one who has read these reports. It seems to me that maybe this is a problem of the dissemination of information about the successes as well as the failures under the title I program, and achieving a ripple effect, a proliferating effect.

What are your thoughts on how we can avoid this gap in the translation that is supposed to take place between the good idea and its application to the school district?

Mr. NIEMEYER. Well, you certainly put your finger on one of the toughest problems that we face. I suppose in every one of the professions, in fairness to the schoolmen who have not read those—I agree with you, those are very wonderful, because they are written in such nice, simple English, for one reason—reports of the committee that Dr. Wilson heads. I know that for instance, somebody like Dr. Donovan, the head of the schools in New York City, works, I would guess, probably a minimum of 18 hours a day, and just about 7 days a week, and just about every day in the year, and his phone goes most of the night.

I have called him at 3 in the morning, over crises situations, and so on, so that I think in fairness, we have to recognize that many of these men and women in these positions lead almost unbelievably full lives, in which they are just constantly warding off problems, and they really don't have too much chance to do studying, and to do much reading.

Having said that, it would seem that then it would be the obligation of a system, of all systems, to set up some kind of agency within the agency to see that what is done experimentally in a school system and other school systems gets fed in appropriate ways into the right people in the school system.

I think beyond that, we have to recognize that the printed word is a reasonably inefficient way of getting communication to anyone, and I see this problem all over the United States. I don't think there is any—it is tied up with what I mentioned this morning, which is the fact that the school establishment or bureaucracy in its various units is not unlike other establishments, very, very difficult to change.

They are so busy going in a certain direction, and using techniques and methods, it is not easy to change direction and use new methods. And, therefore, the dissemination problem is, in part, I think in major part, not just a question of a problem of people reading and just being informed about, but it is the problem of how does a school system effect change?

Mr. SCHEUER. May I ask you a question at this point?

Mr. NIEMEYER. Yes.

Mr. SCHEUER. We heard this morning from Austin D. Swanson, associate professor of education at the State University of Buffalo,