

we could proceed through construction and operation. Yet this program is dead without further government aid.

CONCLUSION

It would appear that in some of my statements here that I am opposed and critical of Federal Aid to education. On the contrary, I am for it in spite of its shortcomings. Some of the problems here can easily be solved by the members of Congress and the U.S. Office of Education to the point where federal assistance can be of great help to local communities. As it is now it leads to frustration on the part of school administrators.

If you wish full value for each dollar spent then Federal Aid for each district should be allotted much as our State Aid is now, and leave the definition of needs up to the Local School Committee.

Mr. KINNEY. I will make mine very short.

On the sheet that I passed to you it gives an outline of our district. Actually I represent three communities with a combined population of about 11,000 and a school population of about 2,600. We are neighboring districts to the one that Mr. Ciaravino has. We would like to have his financial resources in our community.

Mr. GIBBONS. What? You mean you are worse off than he is?

Mr. KINNEY. Surely, financially. We operate seven school buildings within the district, five of them have been built since 1949. We are still paying for all five of them. We have two other buildings that need replacing very badly even now.

In addition to this, our operational budget has doubled in the past 8 years. I would like to just confine my remarks to title I and title III in the interest of time.

Last year we had an allotment of title I of just over \$56,000. This went mostly for equipment, materials, teacher aids, teachers, and social worker. There were some things in title I that have hampered the goodness of the program. One is the time of year when the programs were approved. Last year it was January. With the critical shortage of teachers, this is a poor time to hire additional personnel and especially specialists in reading, mathematics, and so forth.

The application last year was voluminous. It is a little better this year and all of the projects could be lumped together within the school system. However, there is still a great amount of paperwork. Paperwork falls on administrators who have little time for this. It appears in the applications that they are only gathering statistics—which has nothing to do with really good school programs. The aid that has come is not for every one but only for selected schools, as I am sure you folks know. Then it is decided only a selected group within that school.

The philosophy of our local board has always been to provide equal opportunity for all and this type of aid makes opportunities unequal within our school system.

Mr. QUIE. I did not like this program when it was started, either. I feel I ought to say something for the legislation even so. When you say it only goes to selected schools, about 90 percent of the school districts of the country are covered by the Act. That seems pretty widespread.

Don't all the schools in your district receive money?

Mr. KINNEY. No, sir.

Mr. QUIE. That is up to you to decide who it goes to?