

into the elementary school we would have run into a healthy run school.

Mr. QUIE. You mean the program actually prevented working with the kids?

Mr. GRANT. We could not, taken citywide. You may have a school that has more poor youngsters than any other school in the city. That does not preclude the idea that in the richest section, the best school, you may have a dozen kids in there that need it just as bad.

Mr. GIBBONS. Off the record.

(Discussion off the record.)

Mr. QUIE. The rest of the country did not go the way Maine did, and since some of us on the minority side will be more to contend with, there will be more improvement.

Mr. KINNEY. Evaluation of the program had to be made before the programs were fully in effect. Programs that were in effect in January had to be evaluated in May. It meant that some of the equipment and so on wasn't there. The timing for 1966-67 is as untimely as it was in 1965-66. We do not yet know our full allotment for this current year.

Mr. GIBBONS. Off the record.

(Discussion off the record.)

Mr. GIBBONS. All right.

Mr. QUIE. If you have a problem next year I wish you would write to us specifically, since we have talked to you here. We extended the act for 2 years with this in mind, with the promise exacted from the leadership that they would take it up this year rather than next year, so that we again can get leadtime for you. This is a very valid criticism. If you have some next time then there will be some other faults.

Mr. KINNEY. Fine. My last comment on title I. We have not been able to count on this aid, up until now at least, to build a quality program. There could be no long-range planning, because there is no guarantee that money will be forthcoming to support the programs once they were established. Quality teachers want nothing to do with these programs because of the insecurity of their continuance.

I will skip title II and go to title III, which is a disappointment to me as compared to my neighbor here. Title III as you folks know, is called PACE, which are Projects to Advance Creativity in Education. I have included in my report here, quoting from a manual put out by the U.S. Office of Education. I would just like to point out at the end it says that, "priority in funding is given to those projects which offer the greatest promise of advancing education and solving persistent problems." My district applied for two planning grants under this title, and we received them both. The one which has been completed was a planning grant for slow learners. This project was completed and the final report has been given the U.S. Office of Education and they classed it as a project of high quality. In our original application for a planning grant, we specifically stated that we would later ask for construction funds if the project were a successful one. We had to ask for a construction grant because of building facilities that are available to house such a program. We have been told that there are no moneys available for construction now or in the foreseeable future.