

up approval, the project approval. I know of several instances in the State where under title III superintendents submitted projects. They ended up getting on the telephone, first I think going to the State department of education, wondering what happened to the project that had been approved there and forwarded. By getting on the telephone, I was able to talk to people in the State department, giving them additional pertinent information and received an approval over the telephone. This was only after 3, 4, 5, or 6 weeks of waiting.

This is about the basis of my reaction, at least to the moneys made available by Congress. We don't fall in the category where we get too much, we have used everything we have and naturally we would like to have more. We didn't get into the area of adult education because the town provides sufficient funds to run an adult program. We have a total population in the two towns of about 3,900 people, 1,300 of whom are attending schools. So that you see we have approximately a third of the populace in the schools. Of course that is an indication as to the amount of money that is earned by these people. They provide pretty well for the youth in the community. So that we have no great kick coming except the fact that if money was available were more available, we could do more for them.

Thank you very much for your attention.

Mr. GIBBONS. Thank you, sir.

Mr. Russell.

STATEMENT OF J. WELDON RUSSELL, SUPERINTENDENT OF SCHOOLS, LEWISTON, MAINE

(Mr. Russell's formal statement follows:)

TESTIMONY OF J. WELDON RUSSELL, SUPERINTENDENT OF SCHOOLS, LEWISTON, MAINE

Comments to this Committee reflect some personal experience and also reflect a consensus gained in discussions with many of my colleagues in the New England area. In order that this testimony be kept concise, I have prepared a series of brief statements concerning P.L. 89-10 and other federal programs. These statements are as follows:

1. Generally speaking, I feel that P.L. 89-10 has made a real contribution to Education in the United States. To implement the many programs involved has been a frustrating experience for most administrators, but still there is a strong feeling in its favor by most administrators.

2. The philosophy behind P.L. 89-10, as it is related to Title I, especially, has certainly caused the educators in this country and the public in general to take a very hard and objective look at the needs of the economically and educationally disadvantaged. It has brought about new thinking, new approaches and a better understanding in the field of Education.

3. Undoubtedly, the combination of extensive paper work, delays in the making of appropriations, lack of funds for administrative personnel for planning and development have caused many inefficiencies and, in fact, prevented the participation of some of the smaller school districts in some of the titles.

4. The rapidity with which Title I was put into operation, without proper pilot programs, was very frustrating to most school administrators. It would seem that new federal programs should be inaugurated, with long-term planning pilot programs and training of personnel to administer them.

5. One of the great weaknesses in the program has been to secure proper personnel to carry on the programs, as written up in the several communities. It would seem advisable to inaugurate training programs well in advance, so that personnel would be available to carry them through.