

Since our staff is one of field service, and we are expected to spend a major portion of our time in the field, it will be necessary for those responsible to re-evaluate the duties of the program officer if travel and visitations to the various State Departments of Education continues to be restricted.

If this Committee could see just one project for the disadvantaged that I saw a few months ago, I believe it would be highly satisfied that the potential for improvements of our educationally deprived children is all around us, if only we will put all our forces to work.

May I digress a moment and tell you very sketchily of an after school program; one that started around six o'clock in the evening with parents and children coming back to school for a good dinner. Parents, children, teachers sat down together and enjoyed a dinner prepared in the school by volunteer help three times a week. At the close of the dinner, during which time pleasant music was played, the children went to various classes for their improvement in whatever skills they were lacking. The parents, having become a part of the program perhaps for the first time in their lives, went to their various chosen interests.

Here was a program involving children and parents; all were involved in an educational program. No doubt the dinner three times a week played an important part in getting parents and children back to school—These parents and children were hungry; they were hungry for food as well as hungry for the importance of feeling wanted and being a part of a society. I believe that all involved experienced an educational insight that had not been experienced in this locality before.

My remarks have been brief, in order to allow this Committee to ask questions, to comment, or to suggest ways in which we may do better the job we are all so vitally interested in.

I am pleased to have had the privilege of appearing on behalf of the disadvantaged children of the South.

Mrs. GREEN. Thank you, Dr. Armstrong, and Dr. Boldt.
Congressman Erlenborn?

Mr. ERLBORN. Though the Federal activity in the field of aid to primary and secondary education is fairly new, I have already heard some comments from school administrators that categorical aid is not, in their opinion, the best method of giving aid to primary and secondary education. They feel that broad grants, without specific particular categories and particular programs, would be more advantageous to them.

Some say, for instance, that they need additional help with their basic educational program, and instead they are getting the cream on the top—additional programs that are not basic education.

What would be your feeling concerning this?

Dr. ARMSTRONG. I think we hear continuously that they would prefer general aid, and of course a good many of them assume that the aid they are now getting is a forerunner to general aid.

I think that would be the general opinion, from those that I have talked with. They are hoping some day there will be general aid.

Mr. ERLBORN. Is this a hope, or an opinion?

Dr. ARMSTRONG. It is probably hope.

Mr. ERLBORN. The hope was motion to the opinion.

I have no other questions.

Mrs. GREEN. On page 5, Dr. Armstrong, you expressed a concern whether decentralization is the answer for the programs for the educationally deprived.

Is this based solely on the concern that another layer of bureaucracy is being imposed?

Dr. ARMSTRONG. This is not my concern as much as it is that of the State people. They believe if they cannot get the office at the regional level that they are getting in Washington, there is no use in