

As far as organization offices are concerned, the breakdowns at the regional level, of course, are quite a move, and the matter of who in the business community you can go to for an answer and get an answer is really important to us.

In the national office, we had a breakup that left us without representation in several of the areas of vocational education, and we do not feel that you can generalize staffing in a program as critical as vocational-technical education and really care for it as it should be. You cannot have generalists who can give you the type help you need.

Now, in the regional office, here, we are getting some specialists, and we feel that this is good.

Now, if they can have the authority to approve programs and give us answers, I think we will deliver.

Mrs. GREEN. Thank you very much.

Now may we hear from Mr. Beemon, the State coordinator for title I?

STATEMENT OF R. C. BEEMON, COORDINATOR, TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 FOR THE STATE OF GEORGIA

Mr. BEEMON. Yes, Madam Chairman.

I am R. C. Beemon, coordinator for title I, Public Law 89-10, for the Georgia State Department of Education. My office counsels with local educational agencies with regard to title I, reviews and approves their project applications, and serves as the central coordinating service center for the State administration of the title I program.

In my opinion, title I, the Elementary-Secondary Education Act program, has done a great deal of good for the educationally deprived children who have received the benefits of projects designed to help them. Reports which I receive from various locations over the State testify to improved attendance, better health, and greater educational attainment on the part of children who are recipients of title I services.

This program is making a considerable impact for good upon those who are in greatest need. Also, the existence of the program indirectly exerts a positive influence on the educational experiences of children who are not specifically included in title I projects.

Many young people are now benefiting from educational and supplementary services which were not previously available to them, certain inadequate services have been expanded, and some promising new instructional materials and methods have been put into operation.

The fact that there is a national concern for the educational well-being of children of economic and educational deprivation and a translation of this concern into tangible interest and assistance for these children brings to them new hope, new aspirations, new ambitions, and new self-confidence, which will make for a more productive and satisfying adult citizenship on their part.

In the operation and administration of the title I, Elementary and Secondary Education Act program by the U.S. Office of Education, most of my contacts with that Office have been with the Director of the Division of Compensatory Education and with the staff of Area Desk