

There is identification of qualification based upon the economically deprived, and then when they get to the schools, they have not identified these people. They say if you have a concentration you have to design a program for this.

We have many medium- and small-sized school districts. Some have two centers. Trying to identify programs for one or other of these schools or maybe even three or four centers in our medium-sized school districts becomes very confusing.

These people say it is very easy for them to identify the children that have problems in learning or problems of educational deprivation. If they are to relate this to economic deprivation, they become confused and then we learn there is some correlation, and then they become more confused.

They say if you are going to allow us to design and bring boys and girls ahead in their economic achievement, we are equipped to do this, we can identify it, we can do it. But when you mix in this element of the unknown of economic deprivation with no identity and this kind of segregation, we are not as well equipped to handle this, and they really become confused.

If you want to get school board members pounding on tables, you get into a discussion of this. For whatever it is worth, this is their confusion and I would be remiss in not reporting this.

Mr. ACKERMAN. I could add to that because I have heard this question discussed in a number of State association meetings which I attended and they expressed exactly the same feeling. The minute you begin to break it down on the basis of economics, how are you going to determine that without asking some questions?

Parents don't like to have some of these personal questions asked.

Mr. QUIE. Then we find a dilemma where the Federal Government can determine from the census figures who are 7 years old now, which you can't do, but the Federal Government can't determine what an educationally deprived child is because neither in the first legislation nor when it was extended, did anyone write a definition of an educationally deprived child.

Nor could the Office of Education tell us who they were. Do you feel on the local level you can tell who the educationally deprived child is who needs help?

Mr. ACKERMAN. On the basis of test.

Mr. TIPLER. This is what our professional educators are trained to do. In our humble opinion, if I speak for my colleagues, we think that with the cooperation of our State department we can achieve that purpose or we can lean toward that goal in a realistic manner productively.

Mr. QUIE. Then another question. On page 3 of your statement, Mr. Tipler, on the bottom of the page you refer to title 3 of 89-10 and leave some questions on whether you approve of dual enrollments and inclusion of the other nonprivate schools.

You come to the end and say that it is further alarming when considered as being a direct independent local organization contract with the USOE and little State superintendent involvement or correlation.