

would not have been forthcoming, it would not have been a reduction in money for all people, but some would have been without a job.

Mr. BUCHMILLER. No; let me cite an example. In title V the people we hired were initially 281,000 in fiscal 1967. The State of Wisconsin has picked up the differential between appropriating at the level so that actually about out of each quarter, 1 month of each quarter, the State of Wisconsin was carrying the salary with State money until such time as our allocation came through, which to this date it has not.

Mr. QUIE. So you have been carrying them along on State money?

Mr. BUCHMILLER. Yes.

Mr. QUIE. Then Wisconsin is unique in this regard compared to some Northern States that we have talked to so far in our investigation?

Mr. BUCHMILLER. Might I cite another example, that when we have employed personnel with Federal funds totally and those funds diminish or dry up, such as they did in mental health, we have no compunction in transferring those functions over to State, and they have gone along with us. In other words, it does not eliminate the person per se.

Mr. QUIE. Now, in the item on page 6 where you mention that some school districts can't afford to match like some other school districts can, do you have any suggestion on the operation of Federal programs like title I on the allocation of money within the State?

Now, there is an entitlement to each school district and if they can devise a program which someone in your department decides actually helps children, they will be able to receive that entitlement. You have no voice on whether more of the funds ought to go to some problem area in the center of Madison or up in the northern end or anything of that nature.

Do you think that more jurisdiction in this regard ought to be given to the State department of education when it is a categorical aid program for deprived children?

Mr. BUCHMILLER. Yes.

Incidentally, our State superintendent is also on record as saying that we would see that the problems of the disadvantaged in some of our metropolitan centers should permit a categorical increase in State support to supplement and enhance title I funds for the education of those children.

Mr. QUIE. The other question I have in that regard, you heard the conversation with Mr. Tipler that the local school could figure out who the educationally deprived children were in a school, but they could not and did not want to determine who was poor.

On the Federal level, the money is based on who is poor because there is no definition as to what is "an educationally deprived child." We have a dilemma and you are halfway between the local school district and Federal Government.

Could you suggest any way you would be able to bring these two ideas together because as we all know an educationally deprived child may or may not be a poor child.

Mr. BUCHMILLER. Yes. I think of the total population that there is perhaps 70, 80 percent correlation between educationally disadvantaged and economic and social deprivation.

The incidence is very high; if you find one of the factors you would find the other. I think the point in the previous discussions that some-