

REPLACEMENT:

"In order to be assured of an adequate supply of texts for new enrollees and careless students, the following formula of replacement texts on hand is used: first year of adoption — 3% excess of need; second year — 2%; after second year — 1%." — OKLAHOMA CITY PUBLIC SCHOOLS.

makes provision for helping teachers integrate new media with their classroom procedures. This calls for planned in-service education sessions, as well as for individual help for those teachers who have not yet discovered the potentials of multi-media approaches to instruction.

The budget — There are two ways to look at the school budget: as a routine instrument to keep the schools going at their usual pace and at last year's quality level; or, as a dynamic instrument for raising the quality of education and financing improvements necessary in changing communities.

Says Superintendent William M. Clary of Greencastle (Ind.) Community Schools: "Sound budgeting begins with an appraisal of needs, not of means. . . . If the school budget is to be an effective instrument of policy it must be constructed in the light of the needs of the educational program. . . . Only by such an appraisal of needs, at the beginning of each period of budget construction, can needs be ordered into a priority ranking and budgeting on a fire-fighting basis be avoided."

To start with needs, then:

1. How well are you familiar with the needs of your elementary school libraries? With the needs of your secondary school libraries?
2. Are the libraries adequately supplied with reference works, picture files, maps, atlases and encyclopedias, and supplementary books needed by teachers and pupils in all disciplines of your curriculum?
3. What kind of in-service help do your teachers need to help them overcome any reluctance (if it exists) in using technological devices?
4. Are the estimates from teachers and principals for new instructional materials geared to their needs of last year, or next year?
5. Are your inventories of materials geared to the needs of the total school enrollment? Will the needs of newcomers to schools be adequately met? Are worn-out textbooks replaced on a reasonable schedule?

On the question of money

The demand of national leaders for educational improvement has been accompanied by new sources of money to underwrite them. A recent statement from the U.S. Department of Health, Education and Welfare said: "Congress has asked the Office of Education, ordered it in most instances, to spend a great deal of

money on the children of this nation and to spend it well."

Even before the passage of the monumental Elementary and Secondary Education Act of 1965, the Federal Government was a major contributor of money that could be used for instructional materials.

The most significant of these earlier statutes is the National Defense Education Act. Other laws which yield funds to boost instructional supplies for eligible school systems include:

1. *Assistance for Federally-Impacted Areas* — which help schools meet construction and current expenses to educate children from federally-connected families.
2. *The Vocational Education Acts*, and more recently, the *Manpower Development and Training Act* — which can help in providing training materials for students preparing for the world of work.
3. *The Library Services Act*, and more recently, the *Library Services and Construction Act* — which augment book resources of countless communities and of the schools in which they are located.

The benefits of federal enactments do not flow automatically into a school district. It is the role of the superintendent to take the first steps — to study the laws, to see how they can help the school system do that which it cannot do with only its own resources, and to initiate requests for funds.

NDEA provides the school administrator with unparalleled opportunities to update and to augment instructional materials.

Even ampler opportunities exist with the passage of the Elementary and Secondary Education Act of 1965.

Title I of that Act is a billion-dollar-a-year opportunity for school administrators to improve the education of impoverished children in impoverished school districts. What can be done with a school system is limited only by the initiative and imagination of the administrator.

Title II of the Act is even more directly concerned with school library resources and instructional materials. It carried with it in its first year (1966) an appropriation of \$100 million. Chances are that appropriations for this purpose will be increased year after year — if schoolmen take advantage of the potentials of this Title.

Title III, supported by several hundred million dollars annually, seeks the creation of supplementary educational centers and services. When boldly conceived and conducted by schoolmen, such centers could become rich depositories of instructional materials for classroom use — financed in part by the Federal Government.