

There is no reason why the Federal Government's expenditure for elementary and secondary education will reduce. If anything, it will increase. I will say, for one, that it ought to increase over the years.

Wouldn't it be better if a formula could be devised to make it available to the State and the State then find an equitable way of distributing it through the years within the State as they have found with their own funds in State aid in so many States already?

Mr. HOWE. On this point, it would be necessary to have the State find some formula that addressed itself to concentrations of educationally deprived children in order to carry out the intent of Congress.

If you came up with 50 different approaches to this, you might not get, at least in some States, as good a basis for distribution as you get by having a national policy. I don't know.

Certainly the basic purpose of this act is to reach, for special services, over and above the normal levels of expenditure, the deprived children, or this title of the act is.

This being the case, it seems to me better to seek some acceptable national definition on the basis of data which is conveniently available. Your question really has very broad implications. It has the implication of whether our 10-year census habit is a good habit in the computer age.

To operate the States and the United States, it seems to me that we may need more accurate information more regularly than we get it. In the computer age, it may be possible to have it.

Mr. QUIE. The State solved this in their own aid program and made it available to all the students. They figure out how many students there are on an average daily attendance.

Mr. HOWE. And give no special assistance to deprived children at all.

Mr. QUIE. That is right. I imagine we have some concern lest we identify them so clearly that it ends up in an economic segregation.

Mr. HOWE. This is one of the unique features of the title I operation. It doesn't place children in that position. It is one of the aspects of the title I operations that in some ways avoids issues which the Headstart operation brings out.

Mr. QUIE. Let's try it from another tack. I guess there are about 27,000 districts in the country and 25,000, I guess, are eligible for the funds. I understand that 17,000 have applied for funds, using round numbers.

Mr. ESTES. 17,000 were involved.

Mr. QUIE. We then have built in an entitlement into this program which means that it actually isn't zeroing in on the areas with the greatest need.

Some areas of great need are being reached, but money is being expended in some school districts that can never be classified as having as great a need as, we will say, some of the depressed rural areas of the South or some of the center cities.

Mr. HOWE. In any broad view of the program, the operation of the formula does have the effect of bringing the focus of the major portion of the funds into the areas of greatest need.