

Mr. GOODELL. I am frankly amazed among all your resolutions for changes in this act that none of the incessant complaints that have been coming to Congressmen, and most of them coming from the local level regarding the complicated forms, do not come through as a form of resolution someplace in your organization. I think this is a particularly acute problem in smaller school districts. It is less of a problem in a metropolitan area with a large school board where they have a professional staff. They are used to making out applications in large numbers, large numbers of copies, and they have a sizable enough application to cut down the administrative overhead to a reasonable percentage for filing that application.

You get into a smaller area, they may be making five or six applications for a very limited sum of money in each case, sometimes \$5,000 or \$10,000 for an application. They are filing 20 copies and in many instances have to put on a full-time man in charge of Federal applications. The overhead involved for that kind of school operation runs into a substantial percentage of the money they are going to receive. I think this is probably why we hear the complaints so strongly expressed from some of your smaller school districts.

Chairman PERKINS. I think what the gentleman from New York has just stated points up some of the greatest criticism that the press has made in the operation of the act in the poorer areas of the country. The poor school districts just do not have the funds to make the necessary plans and to get programs into operation like other city districts that had the deprived children throughout the country. Where the resources were lacking those were the school districts that were the slowest in taking advantage of the program.

I think that is one of the things that the gentleman from New York has in mind, seeing if the expenditures under title V at the present time—I think you should take that into consideration—whether the assistance that the States are receiving, how much of those funds are diverted to help the local school superintendents and the local school boards in the preparation of plans under title I.

I think this is a question that you people should be able to give us some suggestions on.

Mr. CHRISTIAN. Some run down as low as 2,500 students. We have this problem with 60 counties, 67 counties. You are bound to have some systems that do not have the help you speak of to prepare their applications for projects. I think this is a service that most of the States have rendered. We recognized this from our study of our school systems in Florida and sent our State consultants under title I and also the ones we had under title V into these communities to help prepare these applications in cooperation with these smaller counties or smaller units, and revised them when they were wrong or helped them revise them until we were able to take advantage of every single dime available.

So it can be done if you want to concentrate. The flexibility of this act makes it so that the State Department of Education can do this. That is what we are talking about under title III. That is the reason I think the State can administer under title III as it has under title I. So it is a matter of determining where your weaknesses are and your strength. We would not begin to go to Dade County and tell them