

The date on which funds are appropriated is not too important for the reimbursable programs like NDEA Title III and the Vocational Education Act. But the ESEA provides funds before the programs start. Any program involving teachers and other personnel must be planned months in advance of the starting date. We therefore desperately need a firm commitment for program and funds as early as possible, but certainly no later than April if the projects are to start in the Fall.

The final problem I would like you to consider is that of greater flexibility in the use of Federal funds. Frequently funds are available but the language of the guidelines is so restrictive that we cannot make use of the Federal program. I would hope that some means could be found that the Commissioner of Education would be allowed to dispense some funds for problems which are presently unanticipated. The categorical nature of virtually all Federal funding for education may well be examined if we are to use these funds in the most meaningful, helpful, and creative ways.

Of course there are many other problems—some large, some small, which must be solved. Most of these are administrative details which the U.S. Office has already begun to work out for us. Probably more serious than these are the problems which must be worked out in our own school districts which I sincerely hope we too have the wisdom to solve. In conclusion, I do not want to leave any impression that we are dissatisfied with the purposes of the ESEA. The benefits far overbalance the defects in this legislation. It is in a spirit of trying to improve it that these comments are offered.

STATEMENT OF DR. JAMES F. REDMOND, GENERAL SUPERINTENDENT OF SCHOOLS,
BOARD OF EDUCATION, CHICAGO, ILL.

Congressman Perkins and members of the committee, I am James F. Redmond, General Superintendent of Schools, Chicago, Illinois. I deeply appreciate the privilege of appearing before you at this time to discuss HR 6230, the Elementary and Secondary Education Amendments of 1967. It is most gratifying to know of the interest of this Committee, the Congress of the United States, and the President in expanding educational opportunities for all citizens of the United States.

Title I of the Elementary and Secondary Education Act of 1965 has provided many educational benefits for American school children from low income families. In Chicago two projects which have some 41 related activities, funded under Title I, are operational. They include, among others, Child-Parent Education Centers, Smaller Class Size, Health Services, Speech Improvement, Teaching English as a Second Language, School Beautification, Education and Vocational Guidance Centers, Closed Circuit Television, Demonstration Reading Classes, High School Saturation of Services, In-Service Education Center, Reading Labmobile, Science on Wheels, Filmobile and Consultant Center, Art on Wheels, Family Living Center, Outdoor Education and Camping, Cultural Field Experiences, Instrumental Music Instruction, Music Appreciation Concerts, Developmental and Remedial Reading, Developmental and Remedial Arithmetic, Library Opportunities and Homework Help, Group Guidance, Teen Tips for Girls, Shop Skills for Boys, Typing for Teens, Program for the Potentially Talented, and Self-Starting Activities for Maladjusted Children and Youth.

The acquisition of library materials under Title II is proceeding well and three highly innovative projects under Title III are just being instituted. It is recommended that proposals for supplemental educational centers as such under Title III be given priority during the coming year.

Unfortunately Title VI, which would have provided so many benefits for the handicapped, has not yet been funded so that nothing but hopeful plans have been made thus far.

As you can see, the Chicago Public Schools have a large number of staff involved in these programs funded by Federal money. To insure an effective continuance of this program, we must recruit personnel and hire teachers early. It is therefore imperative that we know the amount of Federal funds available for the coming school year as soon as possible, but no later than April.

For these reasons I urge that the Congress appropriate funds for fiscal 1968 at the earliest possible date and, preferably, for more than one year. A supple-