

wealthiest school district in Ohio than it is to the school district with the big population, where one-fifth of our children are on ADC, so, therefore, as long as this kind of a formula exists for distributing money, I am fearful that merely making moneys available to the State to be distributed by them would create problems.

Under title II, there have been problems in our State. The poorest school districts are not getting the money. The same amount per child.

Chairman PERKINS. Now, before you leave title I, Dr. Briggs, before you received this Federal assistance, under State laws, in your city, did you reach this disadvantaged group that you are now reaching on this, under the Elementary and Secondary Education Act?

Mr. BRIGGS. No, sir, we did not.

Chairman PERKINS. I think that is proof of the pudding.

Mr. BRIGGS. We had several thousand children in the city of Cleveland who were in the inner city, of kindergarten age, who were not in kindergarten. We do not have kindergarten programs for them. We had other, thousands of children in the city of Cleveland who were in the inner city, because of crowded conditions, were on relay classes or half-day classes. We did not have reading clinics in the inner city, or any place else in the city.

Mrs. GREEN. Would the gentleman yield?

Mr. QUIE. I will yield.

Mrs. GREEN. Why did you not?

Mr. BRIGGS. I think that this is a part of America forgetting the big cities.

Mrs. GREEN. If you had the money, you would have done all this?

Mr. BRIGGS. I would hope that they would have. I have only been in Cleveland two and a half years, but something has been happening to our cities, in the last 10 or 15 years. The population has changed. The kind of leadership that was vital and vigorous has shifted. The cities are in deep trouble, and it was not until recent attention, much of it through the civil rights, that the Nation has awakened to the fact that we must do something about our cities.

Maybe we are awake enough today, but there are some other overriding factors. If you take a look at the State of Ohio, for example, take the suburban school districts of the State, the amount of percent of the total tax paid in suburban school districts, the total tax made available for schools is 72 percent.

When you take all school districts in the State of Ohio, it is 60 percent available for schools. When you take the large cities, the eight largest cities, it is 50 percent, and when you take the larger and oldest city, which is Cleveland, it is 44 percent, and yet Cleveland's tax rate is higher than any of the rest.

The override of the old city of the need for police and for firemen and urban renewal, and so on, leaves less money in the city for the education of children, and, therefore, the cities, despite the fact that they may have a good tax base, the older and the larger cities have less money available for children, and that's why I feel that the assistance that came through each of the titles, of the Federal legislature, has made a real difference in the city of Cleveland.

Mr. QUIE. I must interrupt here. Even though you say you have a disparity between the suburbs and the rural part of the State of Ohio,