

and quality of programs which will instill in our young people the love for learning—and to do this in an atmosphere which is conducive to learning. ESEA is sharply focused to achieve these goals.

Each title under the act is important and necessary; however, I shall direct my remarks specifically to Title III: Supplementary Educational Centers and Services. I have an especial interest in this title because (1) I serve as a member of its advisory committee and (2) and perhaps of much more consequence, I believe this title holds unusual promise for improving the quality of education in our elementary and secondary schools.

The present legislation serves three basic functions: (1) to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs; (2) to improve education by enabling a community to provide educational and cultural services not now available to the children and adults who live there; and (3) to raise the quality of educational services offered.

It permits, even encourages, the schools to experiment with innovative practices and to question the appropriateness of present curriculum—its organization, sequence, quality and quantity. This is, perhaps, the first attempt at wide ranging efforts to bring creativity and innovation into programs at this level of the American educational enterprise.

The February 1967 issue of American Education sums up the accomplishments of programs under title III during the past year:

By encouraging the efforts of schoolmen to translate the results of educational research into classroom practice, Title III has enabled schools across the country to offer their students everything from teach teaching and mobile art galleries to special programs for the emotionally disturbed.

And while Congress authorized \$100 million for the title in 1966, only \$75 million was actually appropriated.

The amendments to this act will broaden title III at several points: The provision of additional funds for the territories, for Indian school of the Department of the Interior, and for Department of Defense schools overseas. In his message, President Johnson requested "seed money for planning innovative school construction to deal with overcrowding, obsolescence, and segregation."

He proposed that beginning in fiscal 1968 the school districts would be able to apply title III funds toward such critical educational needs as preschool education and replacing inadequate facilities.

From studies which point up the weaknesses of our elementary and secondary schools and the many evidences of low motivation of high school graduates in pursuing college careers, the need for the continuation and expansion of this title is quite clear.

Likewise many statistics, reports, and studies show the importance of this legislation's being adequately financed, administered, and directed at the Federal level. Title VI of the Civil Rights Act of 1964 states:

No person in the United States shall, on the ground of race, color, national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.