

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 973

EXHIBIT A.—FEDERAL EXPENDITURES 1965-66, 1966-67

Estimated amount of Federal funds received in 1965-66 and to be received by Louisville Board of Education:

	1965-66	1966-67
Elementary and Secondary Education Act:		
Title I.....	\$1,419,000	\$1,307,000
Title II.....	103,849	104,838
Title III:		
Student dramatic enrichment.....	25,798	40,727
Education diagnostic-treatment center.....		227,985
Total.....	1,548,647	1,680,550
Economic Opportunity Act:		
Community-School program (including preschool and adult education).....	1,979,271	1,486,435
Headstart—Summer.....	152,000	144,000
Neighborhood Youth Corps.....	214,400	273,000
Total.....	2,163,671	1,903,435
Public Law 874: Federal impacted areas.....		204,994
National Defense Education Act:		
Title III (instruction).....	198,241	86,886
Title V-A (guidance).....	16,888	19,779
Total.....	215,129	106,665
Vocational Education Act, 1963.....	69,013	62,851
Lunch program:		
Plate lunches.....	150,781	150,781
Surplus foods.....	115,674	100,000
Milk subsidy.....	128,338	128,338
Total.....	394,793	379,119
Grand total.....	4,391,253	4,337,614

EXHIBIT B.—EVALUATION OF FEDERAL PROGRAMS

Statements by principals, supervisors, and teachers

Field trips rated superior with the teachers as they had found that the trips provided a background for the better understanding of concepts needed in learning to read in all subject matter areas. Trips also provided experiences that promoted interest in language, (letter writing, stories, etc.) social studies, and mathematics.

All of the teachers gave high praise to the value of the teacher assistants. They felt the pupils gained assurance in their improved self-image and in their ability to tackle academic tasks. The teachers expressed a fervent hope for the employment of additional teacher assistants for the upper grade teachers.

The new teachers spoke very highly of the help they received from the resource teachers, who held conferences, gave demonstrations, assisted with planning units, aided with room arrangement and classroom management, guided problem pupils, and furnished appropriate materials for use in the classroom. Teachers were also generous in their praise of the equipment which had been delivered.

Numerous teachers commented, "At last I have the materials necessary to really teach effectively."

All teachers reported a great lift in their morale and a greater pupil interest in class work as a result of purchases from Title I funds. Title I funds made it possible for teachers to buy groceries and use government surplus commodities in more appealing ways. Some principals had been so pinched for money that they had been unable to allot any money for groceries. All teachers are enthusiastic about the program, the additional equipment, supplies, and materials which will enable them to motivate and reach many of the culturally deprived children who would have otherwise continued to be culturally deprived and eventually become dropouts.

Junior high librarians reported that the assignment of clerical aids has released the librarian from these time-consuming non-professional jobs. All junior high librarian reported that the librarian now has more time for careful selection of materials.