

have already made a great contribution to the cause of education, since we have had the good sense to continue to elect Carl D. Perkins as our Congressman. Since Congressman Perkins is a product of an area where educational deprivation was and still is the rule rather than the exception, he perhaps understands the need of aid to the educationally deprived better than most Congressmen. We, the school people in the Seventh District, could reasonably feel that we have done our part for the cause of education in reelecting Carl D. Perkins. If that were our only gift to the cause, then we would have made a significant contribution. If you have admired his devotion to public education as the second ranking member of your committee, then I warn you that you have as your chairman now, an American who lives, eats, and sleeps with the idea that democracy will survive only through its willingness to face up to its educational responsibility. He will, by his tireless efforts for the cause, spur you to greater efforts than any of you thought possible. If you keep up with your chairman, then this shall be the most productive session in the history of Congress.

The enactment of the aid to elementary and secondary schools of 1965 was an answer to lifelong prayers for an overwhelming number of dedicated school people. It is no secret that we would have preferred general, rather than categorical aid, but we are practical people and are doing our utmost to implement the legislation as it was written. We, in Floyd County, Ky., in order to qualify for participation under Public Law 89-10, dread to take a county survey in order to identify our educationally deprived children. Our efforts led us to the conclusion that almost 50 percent of our young people were deprived and as a result, we are very much aware of the problems of educational deprivation. This awareness haunted us and compelled us to strive for answers. We sought answers with groups composed of parents, teachers, welfare workers, college instructors, administrators and others. With the aid of the groups mentioned above, we identified our needs and even agreed on a priority arrangement for attacking the problems.

We are making progress in Floyd County by spending title I funds on remedial reading, in-service teacher experiences, instructional materials, classes for exceptional children; by adding special instructional units for physical education, libraries, guidance, counselors, supervisors, and social workers as well as purchasing glasses for school-age indigents and making minor alterations to physical facilities where needed.

Implementing Public Law 89-10 has led us to the realization that the education of the 1950's is no longer adequate for the 1960's and 1970's. Indeed Public Law 89-10, as enacted in 1965, no longer fills the needs. Since our National, State, and local education partnership was founded in 1965 with the enactment of the elementary and secondary school bill, we have discovered that there is much uncertainty in dealing with Washington. We never seem to know when the funds in our entitlement will be available until after the start of our school year, and this condition makes constructive planning extremely difficult. Competent personnel is seldom available after the start of the school year. If this shortcoming could be overcome on your part, adequate planning will result in more effective use of funds.