

7. Several thousand new library books to improve school library services.

As an example of the benefits derived from the Federal aid to education program, I wish to quote from a report on a preliminary evaluation conducted in our school system on the effectiveness of our remedial reading program:

81 percent of the pupils checked out more books to read, the parents stated that 73 percent of the pupils were reading more at home, and that 76 percent had a better attitude towards school.

Much good has been accomplished with the assistance of Federal funds, but there is much that still needs to be done. We have not yet reached our goal of excellence in education. As long as hundreds of people in our county, thousands of people in our State, and millions of people in our Nation go through life partially blindfolded by preventable ignorance, we still have a long way to go.

I request that you give the following suggestions serious consideration as you study ways to improve the present law:

1. School authorities should be given definite information regarding the available Federal funds several months in advance of the beginning of a school year. This is very important if the most effective use is to be made of these funds in the employment of additional personnel and in the arrangement of facilities and services.

2. Any special planning agency for education on the State level should be under the general supervision of State departments of education instead of the Governors' offices for the following reasons:

(1) Personnel, organization, and experience are more readily available.

(2) An educational center, such as a State department of education, is more appropriate for an educational planning series than a direct political center such as a Governor's office.

3. One-half of the national average per-pupil expenditure for education should be used as the base for the distribution of title I funds. Using one-half of the average per-pupil expenditure for education in each State as the basis for distribution in each individual State penalizes the poorer States. It helps to perpetuate a system whereby the rich get richer and the poor get children. We are one nation, and Federal policy should be directed toward the goal of achieving the same high standard of living in all States.

4. The authority of community action committees to recommend the staff to be employed in the Headstart program should be eliminated. The community action committees are organized under the auspices of the Office of Economic Opportunity. Many are doing excellent work, but school authorities are generally better trained and prepared to select and organize the Headstart programs, which are essentially educational in nature.

5. Paperwork should be reduced and guidelines restricted as much as possible. For example, we suggest the elimination or at least the modification of the calculations now required in each school center to determine that a certain specific number or a certain specific percentage of economically underprivileged children are in that school center before the benefits of the present law can be made available to any of the children in that school center. We doubt that it is necessary or