

desirable to carry such calculations below the level of the local school system.

6. The U.S. Office of Education should administer national educational funds and programs. The splintering of national educational efforts is almost certain to be less efficient and effective than would a policy of continuity and consistency which is more likely to develop under a united educational organization. With all due respect to the House Education and Labor Committee, I venture to suggest that some day even this committee may well be separated into two committees, one in the field of labor and another in the field of education.

7. The definition of a low-income family used as an important factor in the distribution of title I funds should be changed. A definition of a low income, or economically deprived family with an annual income of \$1,999 and denies Federal assistance for 10 children in a family with an annual income of \$2,001, in my opinion is wrong. Such a definition of a low-income family almost seems to be a device designed to discriminate against the disadvantaged: however, I am sure that such was not the case. The use of this definition of a low-income family may, in a long span of years, be effective in some small way as a family size limitation measure, but it can never be justified as a fair means to use to provide help for needy, economically deprived, underprivileged, and living children.

8. Funds should be provided for schoolhouse construction on the elementary and secondary level. Schoolhouses, in a very vital way, are the real fortifications of a democracy. Any effort to produce a strong and effective educational program for our Nation as a whole, without insuring first of all a strong and effective elementary and secondary program, is almost certainly doomed to failure because of the simple engineering truth that you cannot build a solid structure on a weak foundation.

In conclusion, I wish to express the gratitude of the people I represent to those of you who helped to make the Elementary and Secondary Education Act of 1965 the law of the land. Federal aid to elementary and secondary education has been one of the dreams of educational leaders for many years.

A combination of factors, all diminishing in force, have united in the past to defer this dream. The modern American poet Langston Hughes, once asked this question in one of his poems, "What happens to a dream deferred? Does it dry up like a raisin in the sun?" He was writing about the kind of dream which comes from the searching heart of humanity as it seeks the golden day of peace and prosperity for all people.

His answer was that such a dream does not dry up like a raisin in the sun, that it cannot be locked up in a jail, that it cannot even be permanently deferred. The dreams of education are of such dreams as the poet wrote about. Federal aid to education was once a dream, and it was the kind of dream that kept coming back until it became a reality. It will, I am sure, be improved in many ways in the years ahead in order to give our young people the educational and intellectual assistance they need to help them to solve the many problems of our society.

Chairman PERKINS. Thank you, Mr. Spaulding.