

Chairman PERKINS. I agree with that statement. You know, before we came forth with the categorical approach, we were doing very little toward assisting the disadvantaged child in the country. Do you feel that we have zeroed in in the right areas with the funds that we are expending?

Mr. McNEILL. We are doing things now that we have wanted to do for years and felt that we could not deprive one part of the community at the expense of the other. We feel that by zeroing in, as you have just said, that you have given us this opportunity to—well, the Head-start is such a good example.

Take the youngster in his formative years and emphasize some experiences, and we would like to, and others are doing it, they are able to carry it through the years and we would like to follow it on through, when they are second graders and third graders, see to it that they have the experience that other children get normally but they don't.

Chairman PERKINS. That is why I emphasize the categorical approach.

Mr. NOE. Mr. Chairman, you were asking about categorical aid against general aid, and all that has been said certainly is correct, that we have been able to do lots of things that we couldn't have done otherwise.

Chairman PERKINS. The reason of course, Mr. Noe, we did not come forth with the general bill is that I advocated the general aid approach for 20 years but we just could not get to first base. Finally we came along with the categorical approach.

I am wondering if we are reaching those areas of greatest need and serving those youngsters that are in greatest need under this categorical approach. That is my question.

Mr. NOE. You are reaching a lot. At the same time it does handicap us when trying to operate a total school system. For instance, you do nothing for teachers' salaries. Staffing is a great problem for many of us. Staffing in these areas is even a greater problem.

Chairman PERKINS. Yes. In your cities you manage to pay teachers salaries for the special education programs.

Mr. NOE. Yes; we do some of that. You see, if we are not careful, the areas that in the past have been the so-called privileged areas could become the underprivileged areas.

Chairman PERKINS. I agree with you wholeheartedly.

Mr. NOE. Take this as one example. Because we had to operate an austerity program for the past decade, we cut out kindergarten. Louisville was one of the first cities in the country to pioneer kindergarten education, but we had to abandon it. When we got the aid, we said we would reestablish kindergartens in the area of greatest need. Because of that, then we took care of kindergartens for about half of our children, but the other half we couldn't get.

We got some money, and we said, well, because we are getting Federal aid, half of it, we can find the money to operate the other half. But then OEO immediately came along, the local group, and said, "Oh, no, if you are going to operate a kindergarten program up here in your so-called affluent neighborhood and pay for it, then you pay for it down here." So we lost our kindergarten program.