

If I may illustrate by mentioning a problem we have in Memphis. We are totally dedicated to the idea of preschool training being desirable, inasmuch as research shows us that there is a significant difference between the achievement levels of children in schools who have had preschool kindergarten experiences and those who have not. We have 25 kindergarten classes in the city of Memphis being operated with Federal funds. We would need in capital outlay money alone \$4.5 million to build classrooms to house the 10,000 kindergarten level children presently in the city. Other systems, both large and small, have similar problems in varying degrees of complexity.

We feel, then, that the Congress could make a great contribution to the improvement of education if they would provide for site acquisition and construction money. We do not suggest under which section of which act this should be done, but we do know that the many programs envisioned under the legislative intent of Congress and the many ideas which we are prepared to carry out for the betterment of children cannot be carried out if we do not have the facilities in which to place these programs.

We would like to briefly mention an aspect and problem of teacher training that we would hope Congress would be sympathetic to. The many programs being initiated into the many school systems of the Nation require skilled and competent personnel. As I mentioned earlier, the competence we need and seek is scarce. In light of this then, we are encouraging, and in some cases requiring, our teachers to go back to the university to acquire new skills and competencies. We would hope that Congress would provide legislation to insure the right of teachers to deduct from gross income their necessary educational expenses in submitting their Federal income tax returns.

We strongly feel that the success of any new educational program is a function of the type of teacher that works with boys and girls, will any program be successful. We feel that these teachers then, should receive this consideration from the Congress and have the opportunity to deduct their necessary educational expenses as they seek to improve their skills.

The benefits to school systems and schoolchildren gained with Federal funds provided under title III of the National Defense Education Act are monumental. Instructional materials and equipment for educational programs in mathematics, science, reading, foreign languages, geography, history, civics and economics purchased with NDEA and local matching funds have whetted the appetites of school boards for additional Federal dollars; stirred the imagination of the teachers privileged to utilize the materials and equipment and motivated pupils to achieve academically.

Just as it is important that our Nation meets its obligation to the development and training of children's intellectual capacities, it is also our obligation to assure their proper health and physical development. The more we learn about the interrelationship of mind and body, the more it becomes clear that the ability to learn depends a great deal upon physical well-being. We should concentrate on adequate health and physical education programs in our public schools.

The foregoing are excerpts from the remarks of Congressman Lloyd Meeks of the Second District of the State of Washington contained in Congressional Record of February 21, 1966, the day he introduced