

provement in this cultural enrichment and in math and science, and so on? I wish the witnesses coming before this committee would direct their attention to this aspect, because I want to know if this massive help is helping upgrade the student. This is what this whole program is all about in the final analysis.

I regret that I have not heard too many witnesses come before us and say this is what we have accomplished in 2 years. These are the levels of improvement that we have accomplished. If they are not there, tell us. This does not mean that the program is bad. Maybe it is too early to evaluate, but I would like to have some appraisal from you gentlemen as to what we are achieving with the student himself with this Federal aid. It would help us a great deal in selling this program.

Mr. STIMBERT. I think you have touched on a couple of points there that the committee might comment on. For each project that we set up, and of course some do have achievement factors and others may be health factors of achievement. For example, a breakfast program would have an impact on what is happening in the schools, and we do not have any project without evaluation before and after. I am sorry we did not bring some of those along. It is important that we do that.

In our own city system, we are spending a considerable amount of money to set up basic data on every pupil in the system so that as we move into any program, whether it is a lighted library program at night, or whether it is a breakfast program or a specialized reading program, whatever it might be, and these are multitudinous in their applications to different pupils—we will have the basic data on the pupils that enter that program. And then we can do the very thing you are talking about.

One of our difficulties is the fact that we have not had most of these programs a sufficiently long time to know what the effect is going to be and some of us are guessing that perhaps the things that we wanted to do for years we can now do in terms of equipment and materials and teacher aids and specialized programs. I think we have to run through some of these long enough to see what the effect on the pupil will be, but I don't think we ought to do it without evaluating and bringing back to this committee the results of such evaluation. I am sorry we do not have it today, but you are absolutely right. It should have an effect.

Mr. PUCINSKI. Would you know offhand how many youngsters in your public school system live in federally financed projects?

Mr. STIMBERT. I don't have that number.

Mr. PUCINSKI. Is it a substantial number?

Mr. STIMBERT. It is a substantial number.

Mr. PUCINSKI. I submitted a proposal to increase aid to impacted areas including federally financed public housing students. Would this be of substantial assistance to you?

Mr. STIMBERT. Yes, it would very definitely because of the number of housing projects we have in the city, and of course this is a general aid. It helps you do that which you need to do without having to tie it to a specific category.

Chairman PERKINS. Before leaving this point and the gentleman's question about evaluation, and about which he questioned you along