

and he advocated a change from a categorical grant program to a general support of State and local education agencies, and he made this statement about the title I programs, that this change could be made, and I quote: "By having the local education agency claim its allocation from the State through a resolution of its board of trustees, indicating among other things, that it would spend the allocation according to the federally developed criteria."

Now, do you think that a simple statement of intent of that kind, without other Federal leadership and guidance, would be sufficient to induce the kind of change we are discussing in the local education agency?

Mr. NIEMEYER. Well, I think it was perhaps implied in something that I said this morning that I feel that it would be far from sufficient, that I am sure that there are reasons to look at the various bits of legislation, and the categories, and so on. I am not saying that what we have now is perfect by any means, but I am a great believer in what I called this morning competition.

For instance, I think one of the ways in which school systems will be induced to change is by having competing systems.

I think that we need every kind of challenge thrown out to people in my profession. I am sure, if I were a doctor, I would be saying the same thing about the medical profession, but I do not think that this can be left to the local groups, or to the State groups, or to the U.S. Office of Education.

I don't want it residing in any one unit of the Government. But also, when the Congress of the United States decides, rightly or wrongly, that there is a priority that has to be given, I think in limiting past legislation, allocating appropriate money for this, they not only have the right but have the obligation in some way to set up the guidelines, with the thought that this priority in some way will be met.

Now, there is a tremendous difference between that and then telling the local group how to go about it. I think you have to get teamwork. I was thinking when Mrs. Williams was answering your question, here is a woman, if she wants to do it, who now clearly ought to have some way to go up the ladder, the vocational ladder, and become a professional librarian.

Now, you will run into roadblocks all along the line here, because they will want here to take English composition I and II, or go to Vassar, or whatever it happens to be. The point is that she isn't going to do that, but she has the potential for becoming a wonderful librarian.

Now, where is the training? I think the only way that this can be worked out is to get the library associations, get the library schools, get the local school system and all of the forces that are involved, face them with the problem, and see if they can't work out ways.

We almost always start off saying we can't, but then, if we really want to, we go ahead and do it, so I just believe that there is no easy way. You can't hand it over to one group or another.

I think only—I was very much in sympathy with what was said earlier by the monsignor or another member of that group of witnesses, in referring to the importance of team work for children at the local level.