

and come back about 1:30 at which time we will call on Mr. Ford to come up here and preside. I think we can get through without any difficulty this afternoon, but there will be no limiting of anyone in their questioning. Just bear with us and after we get around the 5-minute rule, there will be no limitation. I will stay with you until late in the afternoon.

Mr. ROSE. Mr. Chairman, I was going to make this comment. As I look at all of the names up here, I believe there are only three gentlemen here who were here when I first testified before this particular committee of the Congress, and that is you, Mr. Ayres, and I.

Chairman PERKINS. Did I see Mr. Hood here?

Mr. ROSE. Yes, he is here, Mr. Chairman.

I might say, Mr. Chairman, I appreciate too, Mr. Ford, that we will be permitted to come back this afternoon and subject ourselves to any questions that our testimony might have raised before the distinguished members of this committee. I probably will not read all of my testimony because I am certain that you can do it. I only hope that you will.

With reference to the distribution of the panel, you can see from the identification where they come from and the jobs in which they are engaged.

In selecting the panel members to appear before your committee, Mr. Chairman, I have tried to get superintendents from different States rather widely distributed throughout the Nation in order that our total presentation might be national in scope and that we might be able to give more satisfactory answers to questions concerning educational needs within the several States. This will in turn give some realistic idea of how various Federal funds fit into the total educational budgets necessary in the federally impacted school districts.

The Oklahoma per capita cost for operation according to the State department of education was \$411.61 fiscal year 1966. Without Public Law 874 funds the Midwest City School District, which is the fourth largest school program in the State, had a maximum of only \$310 per pupil with which to purchase an education. Knowing that this financial disparity exists in many, many schools heavily impacted by Federal activity has motivated my interest throughout the years in this legislation. Certainly it has been a rewarding experience to have the privilege of appearing before the House Education Committee in support of legislation every year for almost 20 years. You have been most kind and considerate toward this problem, and your action has resulted in the impact area schoolchildren having a decent educational opportunity.

Some fundamental principles with which I believe every superintendent appearing here this morning would agree are as follows:

1. The children in impact area schools are entitled to an educational program comparable to that in other schools within the State or area, provided the local citizens assume a maximum local tax effort in order to maintain such an educational program. Further, they are opposed to the use of Public Law 874 funds for the purpose of reducing the effort necessary by the local citizens within the tax pattern of the State.

2. They believe that the local educational program has a direct value in accomplishing the objectives and goals of the various Federal