

1404 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

The Detroit Public Schools will qualify for approximately \$800,000 under the new amendments to P.L. 874, which will not be forthcoming without a supplemental appropriation. I would also point out that the level of funds included in the Administration's budget for P.L. 874 for fiscal 1968 will mean proration for all impacted districts, since the new group of school districts qualifying under P.L. 874 was not included in the 1968 estimates.

In summary, I would make these points: (1) the historical arguments against the federal assistance programs now under review by this Committee have been skillfully submerged through bipartisan support, often formed within this Committee, that recognized and dealt with the ever-changing socio-economic needs of our dynamic society; (2) federal assistance programs which provide educational dollars cannot be withdrawn, nor even curtailed, because of the present revenue structure of state and local units, without directly affecting the welfare of the children involved; (3) federal responsibility or impact does not cease when direct federal relationships with local units end; (4) federal programs to assist in the education of the economically and educationally deprived youngster must be buttressed wherever possible by state and local funds, these locking with federal funds; (5) Public Laws 815 and 874 must be continued and expanded to meet the needs of the impacted districts; (6) impact legislation can be broadened to provide assistance in areas of density and sparsity; (7) regardless of the fine points of questions that can be raised in regard to basic rationals, all money expended in these programs has provided a direct benefit to children, the future citizens of the United States; and, finally, (8) it must be said that programs authorized must be fully funded.

I have enjoyed appearing once again before this Committee. Finally, I must say that this Committee has caused many changes in the provision of education at the elementary and secondary level, and, without these changes, the changing needs could well have left our vaunted public educational system a far less useful instrument of progress.