

1412 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

tricts for the school year 1965-66. Over 500,000 students participated in these compensatory education programs.

The administrative costs, at the state level, were \$404,846.92. This cost represents less than one percent of the funds allotted for Title I, Public Law 89-10—according to the budgeted funds for the school year 1966-67 we feel that better utilization of the funds will be made for the education of the disadvantaged children.

Undoubtedly the most serious deterrent in the development of effective and efficient programs for the utilization of Title I funds was the acute shortage of personnel: administrative, general teaching, and specialists. With the severe curtailment of funds at the federal level, it appears that very little can be done to help the local educational agencies in their efforts to retrain teachers and specialized personnel.

The impact of the Title I program on students is yet to be measured, the long range index probably being best discerned through an increasing index of continuing education and a reduction in dropout rate.

It is evident from local educational agency reports, verbal reports, and interviews, that the educational programs developed in behalf of disadvantaged children have proved to many of them and their parents, that the school is an agency which genuinely cares about them.

The advent of Title I has given to teachers, parents, and children a new hope and way of expressing hope through educational action. Should Title I funds be curtailed or restricted, these teachers, parents and children will fall victims to an overwhelming sense of frustration. It would have been better that they had never gained this hope than it should be wrested from them.

We in Illinois must not only carry forward with the federal funds provided, we must provide the necessary funds to help retrain the teachers and specialists that are needed by the educationally disadvantaged.

To further substantiate the difference between the impact pocket and the poverty pocket I have prepared a table showing the funds received by 12 of the most heavily federally impacted districts in Illinois and showing the amount of entitlements in 1965-66 under Public Law 81-874 and the corresponding entitlements under title I and title II of ESEA.

(The table referred to follows:)

TABLE IV.—*Twelve heaviest federally impacted districts in Illinois*

School district	Title I	Title II	Public Law 81-874
Belleville Township High School.....	\$55,794.90	\$10,062.30	\$107,843
Glenview C.C. District No. 34.....	19,799.22	12,573.00	135,618
Highland Park, High School District No. 113.....	14,878.64	7,104.60	109,047
Highwood-Highland School District No. 11.....	10,361.91	3,889.40	144,396
Mascoutah C.C. District No. 10.....	18,666.92	4,788.80	446,596
North Chicago District No. 64.....	20,989.51	5,960.20	776,241
North Chicago High School District No. 123.....	14,878.64	2,046.60	234,906
Northfield Township High School District No. 225.....	11,233.85	5,666.40	68,637
Rantoul City Schools, District No. 137.....	15,410.02	7,462.40	864,629
Rantoul Township High School District No. 193.....	11,690.36	1,995.20	266,911
Waukegan School District No. 61.....	91,928.74	21,339.00	170,765
Waukegan Township High School District No. 119.....	36,665.22	6,776.20	135,698
Total.....	321,747.93	89,574.10	3,461,287

Mr. EATER. By comparing the amounts of funds received by these 12 districts under title I, title II and Public Law 81-874 it is obvious that the funds received under Public Law 81-874 greatly exceed the funds from the other two. This alone would indicate that title I and title II could never replace Public Law 81-874 funds but that is not the entire story.

The purposes of these funds are entirely different. Title I funds are provided to establish additional programs for the educationally