

The National Teacher Corps should become a part of the Elementary and Secondary Education Act with advance funding to enhance the necessary planning for continuing programs. This program to aid the impoverished schools is necessary in the attempt to equalize opportunities for all American youth.

As a counter-part, I would suggest an extension of the National Defense Education Act to allow for the funding necessary for lengthening the employment of teachers in critical subject areas such as mathematics and science. The trained teachers in these fields are becoming more acute due to the inability of schools to compete with industry. By making a part of the teacher's salary eligible under Title III, N.D.E.A., schools could offer employment on a twelve month basis at a salary that would enhance teaching to the more capable college graduate. The extra time would be well used in developing programs for both teacher in-service and student subjects.

Part B, the new proposed addition to Title V, "Grants for Comprehensive Educational Planning and Evaluation", appears to be inconsistent with the original law. Title V has done much to add needed strength to State Departments of Education. It provides funds to improve educational planning, identify educational problems, evaluate programs, record and store data, engage in research, and other activities that provide for more effective State Education Departments. Education in general has been advanced because of the leadership made available by this worthwhile legislation.

Now the amendment is proposed that will require the State to designate a "State Educational Planning Agency" which shall set forth a statewide program of systematic planning and evaluation, including such activities as goals and priorities, means of accomplishing educational objectives, planning new programs and improving existing ones, collecting and cataloging information. This planning agency would, therefore, be duplicating the functions of the State Departments of Education and quite possibly create dissention among both.

It is further provided that grant applications must be recommended by the State Governor. This is not in keeping with the desirable sound practice of many states to keep education separate from political functions.

The State of Colorado is not alone, in that it does not consider knowledge or ability in educational matters as being a requisite for the office of Governor.

The other provisions of H.R. 6230 are examples of the creativity and imagination that have been so prevalent in recent educational legislation. They would certainly improve programs that are even now doing a tremendous job toward the elimination of ignorance and poverty from the American scene.

The categorical aid that has been provided by the Elementary and Secondary Education Act of 1965, has served a purpose that would not have been achieved by a general aid program. Each Title has identified a specific need and made the school public aware of problems that previously had been the concern of educators. This total approach to a Nation's problems must continue if we are to gain the support needed to correct the educational deficiencies.

The ESEA programs do not replace the need for Impacted Area support. Both programs relate to different problems. The present urgent need of impact districts is for the funding of P.L. 815.

In the Security School District there is an eligibility for funds to house six hundred students. Since the funds have not been made available, nearly nine hundred students are attending school in half-day sessions. The school district has 60% of its students from parents employed on Federal property. This high percentage places the district greatly dependent on P.L. 815 and 874 funds. Because of the failure of P.L. 874 funds to increase with the costs, the local property tax rate has increased 23% in the present year.

The military build up to meet the National Emergency is creating an ever increasing burden on the local school districts with Federal installations in their locality. I sincerely urge that the provision to adopt "group rates" be replaced with a system that will more readily increase or decrease with the average cost of education in a given state.

The three-way partnership that is referred to regarding the education of children of employees on Federal tax exempt property, should become one of equal sharing of financial responsibility. Then heavy impact school districts could become leaders part of the time rather than always being behind.

I wish to thank the Committee for inviting me to appear and present these points of concern. Your accomplishments of the past have had a marked influence on the education of this Nation, and I am sure the future efforts of this committee will be for continued improvement.