

1702 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

time to improve Science Laboratories, Instructional Materials Centers and provide funds for eligible materials, the School District needs \$2,000,000.

Title V

To provide a ratio of one counselor to 400 students in our secondary and special schools, the allotments should be increased to \$3.88 per child. Cost—\$467,000.

CIVIL RIGHTS ACT

Title IV

Better insights are provided when teachers and administrators participate in in-service training in inter-group education. Funds under this Title will also be used to foster integration in the schools. Cost—\$500,000.

EDUCATING THE ATYPICAL CHILD

The physically, emotionally and mentally handicapped child requires skills, curriculum and methods of instruction that are unique. Individual attention to the needs of each child is of paramount importance. To do the job so that handicapped children can become productive members of society will require \$5,000,000 next year.

NATIONAL TEACHER CORPS

A change of focus is needed in the prescribed use of corpsmen. Corpsmen would be of greater service if they were permitted to carry a regular teaching load, with intensive supervision, and with adjustments in their schedules to permit time for college course work. At present they can be used only as supplemental personnel. Philadelphia could use 300 interns and 60 team leaders. Approximate cost—\$3,370,000.

EDUCATION PROFESSIONS ACT

Funds for upgrading the instructional and administrative skills of 2,000 staff members next year would cost \$400,000.

Teacher aides have demonstrated their dedication and interest in the disadvantaged children in the inner city schools. Many aides could become competent teachers if funds could be provided for tuition grants. Grants for 200 aides would cost \$120,000.

ELEMENTARY AND SECONDARY EDUCATION ACT

Funds provided in this act impose a real hardship on local school systems because of the restrictive nature of the guidelines. We agree with the general principle that guidelines must be established. However, we feel that these should be broadly stated so that local professional judgment can be the basis for expenditures. Innovation and creativity are stifled because the guidelines are so structured in nature. Programmatic change when needed is impeded because of the necessity of prior approval from the granting agency. It is therefore our view that guidelines broadly stated, giving local educational agencies freedom to use funds as needed but with auditing procedures established so that abuses will be avoided, would be the soundest approach to the expenditure of these funds.

The second limitation of the legislation is the pattern of funding. Appropriation should be made early enough and guaranteed over a period of years, so that sound educational planning and implementation of projects can be undertaken. A fundamental change should be the funding of projects on a program year basis rather than on a fiscal year basis. With these changes in effect, and with the establishment of guidelines that will stay in effect for the life of the legislation, school districts would be able to develop programs that will more nearly meet the needs of disadvantaged children.

Title I

The Iowa Test scores in Reading and Arithmetic for Philadelphia highlighted the need for a massive program to upgrade basic skills. Planning committees are now at work designing new programs to help overcome these deficiencies. In order to fully implement these and other essential programs, \$25,000,000 will be required next year. Early notification of funding is imperative so that programs can be carefully planned, organized and evaluated.