

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1703

Title II

The Department of Public Instruction, Harrisburg, Penna., has mandated that every school have a library with a minimum of ten titles per child by 1973. An allotment of \$25 per child would help to meet this objective. Approximate cost—\$3,000,000.

Title III

Philadelphia has developed "new linkages" with the community as a result of funds provided by this Title. Community and Magnet Schools are in their infancy. Intensive Learning Centers are in the planning stage. Career Development programs are being studied, and the use of large numbers of volunteers and paraprofessionals is about to become a reality. These and many other innovations will require a grant of \$4,000,000.

GENERAL RECOMMENDATIONS

Big cities find that local revenue sources can no longer meet the increasing costs of public education. Philadelphia, this year, will need \$14,000,000 in additional funds just to stand still. Another \$10,000,000 will also be needed to implement new and expanded programs in the basic skill areas.

At the present time 40% or 108,000 children in Philadelphia's Public Schools are classified as educationally disadvantaged. A variety of specialists, materials, supportive services and programmatic approaches to develop new educational, remedial, guidance and psychological service programs are needed to overcome this deprivation. Funds granted on a per pupil basis rather than categorical funds would permit the school district to implement unique and innovative approaches. \$250 per child is the basic allotment that is needed. Approximate cost—\$27,000,000.

SCHOOL CONSTRUCTION

Experimentation and innovation are the keys to educational change. In order to implement desirable change, facility renovation and design are necessary components to the development of new and innovative educational programs.

Funds for alterations and improvements and new building construction keyed to innovation and experimentation should receive incentive grants of 25% from the Federal government. These funds will add impetus and will help to develop the types of programs that can be unique and dynamic forces in changing the focus of education.

(Reference to following material appears on p. 349.)

STATEMENT OF THOMAS W. CARR, STAFF DIRECTOR, NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

The mission of the National Advisory Council on the Education of Disadvantaged Children is to evaluate the administration and effectiveness of federal education programs for disadvantaged children. Simply stated, the Council attempts to assess what the \$1 billion being spent under Title I is buying in terms of improved education for poor children. The operation of this Council is unusual in several respects:

(1) It is presidentially appointed and is independent of the Office of Education. The Council's reports are made directly to the President and Congress and are not reviewed by a government agency.

(2) No member of the Council is a government official.

(3) The Council has its own small staff and hires consultants who observe federal programs. Consequently, it is not dependent on any outside source for the data that form the basis of the Council reports.

(4) Because of the Council's independence, local school officials are assured that information the Council gathers will not affect their federal grants.

The Council's principal efforts in the past year have involved on-site observations of a sample of Title I and National Teachers Corps projects. Although our sample includes only 3% of the counties eligible for Title I funds, these 101 counties account for almost one-third of the \$1.07 billion appropriated for Title I.