

1712 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

3. That states have a greater degree of flexibility in the distribution of funds.
 - (a.) The present use of rigid formulas causes hardships among districts.
 - (b.) Not all counties and districts use their allocations.
 - (c.) Those unused funds should be transferable to other districts which can use them and which have worthwhile programs.
 - (d.) The states should have the flexibility to make these adjustments as necessary—without having to adhere to rigid formulas.
4. That serious consideration be given to a change of emphasis toward general support to supplement the categorical aid now used as the basis for Federal programs. Such a direction would provide a greater degree of flexibility at the district level and would help districts with their serious educational and financial problems.

OMAHA PUBLIC SCHOOLS,
Omaha, Nebr., February 23, 1967.

HON. CARL D. PERKINS
Chairman, Committee on Education and Labor,
House of Representatives, Washington, D.C.

DEAR CONGRESSMAN PERKINS: It is my understanding that the House Education and Labor Committee will soon be conducting hearings on the National Teacher Corps. It is, therefore, respectfully requested that this letter be read into the proceedings of the committee hearings. The School District of Omaha along with the University of Omaha has been involved in the National Teacher Corps program during the past year. The trainees have been carefully selected and are outstanding candidates for teaching in central city schools.

Dr. Floyd T. Waterman, director of the University of Omaha NTC Unit, and Dr. Paul J. Turnquist, assistant superintendent in charge of personnel in the Omaha schools, have worked diligently and effectively in making the training phase of this program an outstanding experience for the participants. It is our professional judgment that the NTC program represents an excellent potential source for educators interested in and committed to working with children in the poverty areas of our American cities.

It is our sincere hope that this testimony from the local level will be of some benefit to your committee in supporting the National Teacher Corps program. Without a sufficient supply of interested, dedicated, and professionally competent personnel, many of the federally reimbursed educational programs will not function effectively.

Respectfully yours,

OWEN A. KNUTZEN,
Acting Superintendent of Schools

STATEMENT BY WILLIAM T. LOGAN, JR., COMMISSIONER OF EDUCATION, STATE OF MAINE

Mr. Chairman and Members of the Committee: My name is William T. Logan, Jr. I am Commissioner of Education for the State of Maine.

The following information is presented regarding the operation of P. L. 89-10, The Elementary and Secondary Education Act, in the State of Maine.

The various titles have provided additional funds for the education of Maine children and have been used to good advantage.

Title I—Education of Children of Low-Income Families

For the fiscal year 1965-1966, 465 projects were approved for a total expenditure of \$3,738,324.50.

The projects by major areas were as follows:

Reading and basic elementary school subjects.....	222
Mathematics, science and social studies.....	20
Pre-school and kindergarten.....	6
Education of the handicapped.....	11
Art, music, health and physical education.....	17
Business education and terminal courses.....	30
Books, supplies and equipment.....	159

Total 465

From the personnel standpoint, 450 teacher aides and 150 teacher assistants were employed.

In the construction and facilities area, 11 projects including 17 portable or mobile classrooms were approved for an expenditure of \$193,334. Within these