

are full Federal funding. I think the minor remodeling aspects of this bill would be difficult to handle on a direct-grant basis rather than on a loan basis. If you got into a direct-grant basis for remodeling, permanently building things into private schools, we would have this situation.

Mr. QUIE. No; I don't mean that. I mean limited to the mobile type of equipment.

Mr. HOWE. I think that actually the movable equipment kind of teaching and learning apparatus and so on might be a possibility here. It does seem to me that the loan arrangement, as an added option for the private school that really wants to control materials and count on them and not have them owned by a public authority as would be necessary under the other legislation, is a useful option to have in being. It has not been used a great deal. It has been used some. It may be used more.

So I think I would prefer simply to keep the flexibility that we have here by having different options available to those schools through a couple of different programs.

Mr. QUIE. Well, they don't have different options now.

Mr. HOWE. They have a loan program in which they can, by taking on a loan, eventually come to own materials that are theirs. That is one kind of option.

Under the Elementary and Secondary Act, private schools may not come to own materials that are theirs. They get the temporary use of materials of certain kinds.

Mr. QUIE. But they are different materials, and that is what I am driving at. They don't have the option with the same materials.

Mr. HOWE. Well, there are certain items of equipment I imagine they would get under both programs; wouldn't that be true?

Mr. ESTES. Not equivalent but library books and teaching materials.

Mr. HOWE. Some of the books.

Mr. ESTES. That is right.

Mr. QUIE. You mean library books are now available as grants under title III of ESEA to public schools?

Mr. ESTES. Title II.

Mr. QUIE. I mean title II.

Mr. ESTES. That is right; library books.

Mr. QUIE. So title II of ESEA really was not necessary, then, for public schools? You could have done the same thing for them with a grant in title III of NDEA?

Mr. HOWE. On the contrary, with a 50-50 matching program and without—well, the whole spirit of NDEA when it was started, was a focus on some limited subject areas, a focus more on the gifted student and programs for him than on any other group of students and NDEA has continued, by and large, to have that focus and to influence the opportunities of that group of students. That is the whole spirit of the law.

Mr. QUIE. But we have shifted away from it now. When you look at all of the equipment the schools have acquired under title III of NDEA, it can't be limited to the gifted children because they must have only gifted children in school. They have projectors coming out of their ears.