

raise these standards in certain of the very low areas. I go even further, though, by identifying why they have them.

Let me illustrate if I may, and I do not want to prolong this too much, but this is so basic. People have said to me, you have argued for State equalization laws for school districts, because you have in a State some poor areas and you have some rich areas; why do you not think there is a need for Federal equalization laws in the field of education?

I say, "Well, I do not think there are these discrepancies between poor and rich on a nationwide basis that you have in a State."

They say, "Look at the poor States."

I say, "What poor States?"

They all come out with Alabama, Mississippi, and so forth.

I say to them, "Now, why do you say they are so poor?"

The answer is, "Well, look at their per capita income." I say, "Wait a minute; we do not finance education and community facilities and welfare through an income tax. We support it essentially through a tax on wealth, through the property tax. You take a look at the assessed wealth—not the assessed wealth, the real wealth—of these States, and you will find that the assessments are, in Alabama, some 19 percent of what they should be, while the national average is 47 percent."

I think if we would start pointing these things up and talking in these terms, we would probably have a base on which the people in most States themselves would do something about it.

Senator PROXMIRE. Maybe they would and maybe they would not. No. 1, it would take time.

Representative CURTIS. Everything takes time.

Senator PROXMIRE. No. 2, it is problematical whether it would occur.

Meanwhile, you have millions of American children whose unfortunate parents are not getting enough so that they provide for them. These are children who are going to, perhaps in many cases, immigrate north. In many cases, they are going to stay there. In any event, they are not going to get enough food, they are not going to get enough shelter, they are not going to have the opportunity to develop into the kind of human beings who will be productive and happy.

Representative CURTIS. You say millions. I am not sure it is that many. But even if it were 100,000, you are right in saying this. But this comes back to my other point: Do we solve programs on a crash basis?

I have always argued that education is always an emergency, because a kid is a kid just so long. But does that warrant going in on a program that has not been carefully thought out? I think we have done too much in haste, with all the goodwill in the world, and we have not been doing our homework.

In St. Louis, Mo., they are now seeing it. I argued against public housing. I said I thought it would produce highrise slums. I was not sure; I thought it would. So I was castigated for not caring about getting cheap, adequate housing for people.

I said, "No, I want it but I think this is the wrong way."

Well, now they have the high-rise slums in the city, and what has happened to the people involved? What has also happened is that we have failed in this interim period to possibly come up with programs that would have worked?