

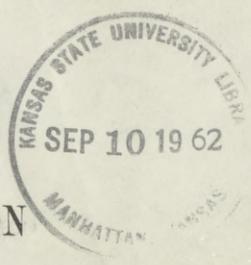
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PROVIDE ASSISTANCE TO DISTRICT OF COLUMBIA
SCHOOLS AFFECTED BY FEDERAL ACTIVITIES

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HEARING
BEFORE THE
COMMITTEE ON EDUCATION
OF THE
COMMITTEE ON
LABOR AND PUBLIC WELFARE
UNITED STATES SENATE
EIGHTY-SEVENTH CONGRESS

SECOND SESSION

ON

S. 2830

A BILL TO PROVIDE ASSISTANCE TO DISTRICT OF COLUMBIA
SCHOOLS AFFECTED BY FEDERAL ACTIVITIES

JUNE 12, 1962

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Committee on Labor and Public Welfare



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PROVIDE ASSISTANCE TO DISTRICT OF COLUMBIA
SCHOOLS AFFECTED BY FEDERAL ACTIVITIES

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OF THE HOUSE

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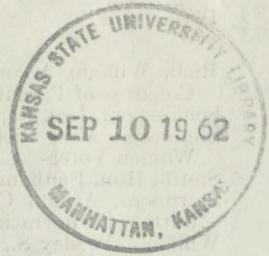
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PROVIDE ASSISTANCE TO DISTRICT OF COLUMBIA SCHOOLS AFFECTED BY FEDERAL ACTIVITIES

TUESDAY, JUNE 12, 1962

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m., in room 4232, New Senate Office Building, Senator Wayne Morse presiding.

Present: Senators Morse (presiding), Yarborough, and Randolph, members of the subcommittee.

Also present: Senator Benjamin Smith of Massachusetts, member of the full committee.

Committee staff members present: Stewart E. McClure, chief clerk; John S. Forsythe, general counsel; Charles Lee, professional staff member of the subcommittee; Michael F. Bernstein, minority counsel; Raymond D. Hurley and John Stringer, associate minority counsel; Fred L. McIntyre, chief counsel, Senate District Committee, and Richard Judd, assistant chief clerk, Senate District Committee.

Senator MORSE. The subcommittee will come to order.

This morning the Education Subcommittee of the Senate Committee on Labor and Public Welfare has convened to hear testimony on S. 2830, a bill designed to extend to the District of Columbia the provisions of Public Law 874. Under that statute communities throughout the Nation receive funds from the Federal Government for use in the operation and maintenance of public schools which enroll certain percentages of children whose parents either live and work on Federal property—the so-called category A children—or whose parents live or work on Federal property—the category B children.

Twice before in the 87th Congress the Senate of the United States has passed legislation which would extend to the District the benefits of Public Law 874. The first time it was accepted through a floor amendment offered by the distinguished Senator from Pennsylvania, Mr. Clark, to S. 1021, the school aid bill. The second time it was adopted through an amendment which I offered to the District revenue bill, H.R. 258. The first bill has not been acted upon by the House. In the second instance the amendment did not survive conference, for one reason, possibly among others, that the House District Committee felt that it had insufficient jurisdiction to amend a statute whose subject matter was the concern of the House Education and Labor Committee.

By our action this morning—and hopefully the bill will receive favorable action again in the Senate—this defect can be cured. I am

encouraged by the fact that companion legislation has been introduced in the House. I hope favorable action may be taken by the House Education and Labor Committee upon it.

I thank all witnesses who will be heard here this morning on the bill, as well as those who have or who will submit written statements upon it. I direct that the record be kept open for the receipt of statements until the close of business June 18, 1962. Witnesses are requested to speak briefly, but I assure them that the full text of their written statements will follow their oral testimony in the printed hearings.

At this point, without objection, there will be printed in the hearings record the text of the bill, S. 2830, which I introduced on February 8, 1962 on my own behalf, and on behalf of Senator Alan Bible, of Nevada, chairman of the Senate Committee on the District of Columbia and Senator Benjamin A. Smith II, of Massachusetts, who like myself is also a member of the Senate Committee on the District of Columbia.

(S. 2830 follows:)

[S. 2830, 87th Cong., 2d sess.]

A BILL To amend the Act providing financial assistance for local educational agencies in areas affected by Federal activities in order to provide assistance under the provisions of such Act to the District of Columbia

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 9(8) of the Act entitled "An Act to provide financial assistance for local educational agencies in areas affected by Federal activities", approved September 30, 1950 (20 U.S.C. 244(8)), is amended by inserting "the District of Columbia," after "Guam,".

Senator MORSE. Following the conclusion of the oral and written statements of witnesses in the hearing record, without objection, there will appear such supplementary material, including charts and tables, as may be helpful to the members of the subcommittee in consideration of the bill in executive session. I ask the staff to work directly with the District officials and with the Office of Education to obtain this data.

At this point, without objection, there will be printed excerpts from the Congressional Record, of February 8, 1962, relating to Public Law 874 and its application to the District of Columbia.

(The excerpts referred to follow:)

Senator MORSE. Mr. President * * *

* * * * *

In the conference report on revenue, however, through no fault of his (Mr. Bible), he has lost me, so far as voting for the report this afternoon is concerned. Nevertheless, as I said the other night, it is necessary to have some solution of the revenue problem of the District of Columbia; and at an appropriate time new legislation will be introduced at this session of Congress which will seek to do greater financial justice to the District of Columbia.

Mr. President, I feel it is my duty to point out as strongly as I can my disappointment that the conference committee has been unable to accept as part of the revenue bill a proposal which is justified by every criterion of equity. I refer to the failure to include within the purview of Public Law 874 one of the most federally impacted areas in these United States—Washington, D.C.

Mr. President, let me review the operation of Public Law 874.

Fiscal year 1961 marked the beginning of the second decade of operation of Public Law 874 which authorizes financial assistance to local educational agencies in federally affected areas for current operating expenses.

MAJOR PROGRAM TRENDS

For the 11th consecutive year the number of school districts and the total amount of their entitlement increased. Applications for Federal financial assistance for current school operating expenditures under this act were filed by 4,080 local educational agencies in 50 States, Guam, and the Virgin Islands in the 1961 fiscal year. It is all right for Guam and the Virgin Islands, which are under Federal jurisdiction, as is the District of Columbia; but it is all wrong for the District of Columbia, according to the House.

Of 4,080 local educational agencies in 50 States, plus Guam and the Virgin Islands, 3,965 were determined to be eligible for a total net entitlement of \$203 million. The number of applicants in 1960 was 3,794 and their net entitlement was \$177,556,580.

The 1961 fiscal year entitlement was based on an average daily attendance of 1,621,560 federally connected children, which constituted approximately 15 percent of the total average daily attendance in the eligible school districts.

Mr. President, keep the 15-percent figure in mind, because it is very relevant to an argument I shall make shortly.

Under the provisions of the act the Federal payments received by eligible applicant districts become a part of the funds available for current operating expenses for all pupils in these school districts. Thus, these payments helped to meet the cost of educational services for almost 11 million pupils, or about one-third of all the Nation's children in attendance at public elementary and secondary schools in the 1960-61 school year. As in prior years, the Federal payments to eligible school districts continued during the 1961 fiscal year to approximate 5 percent of the total current operating expense budgets of the eligible districts, although in a number of individual cases the Federal funds constituted from 25 to 75 percent of the current operating expense budgets. A total of \$11.5 million was required during the year under the authorization of Public Law 874 for financing the operating costs of schools for some 34,235 dependent children of military and civilian personnel residing on 61 Federal installations in the United States, Puerto Rico, and Wake Island. Most of these federally operated school programs were for children living on military installations.

Mr. President, I ask unanimous consent that certain tables relating to Public Law 874 be printed at the conclusion of my remarks.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

(See exhibit 1.)

Mr. MORSE. Mr. President, I wish further to document my statement by asking unanimous consent to have printed at this point in my remarks a memorandum dated February 1, 1962, addressed to the Board of Commissioners of the District of Columbia by Mr. Schuyler Lowe, Director of Administration, entitled "Estimate of Federal impact assistance that would be available to the District of Columbia if the act is amended to cover the District of Columbia."

There being no objection, the memorandum was ordered to be printed in the Record, as follows:

DEPARTMENT OF GENERAL ADMINISTRATION,
February 1, 1962.

Memorandum to the Board of Commissioners.

Subject: Estimate of Federal impact assistance that would be available to the District of Columbia if the act is amended to cover the District of Columbia.

A carefully designed sample survey of District of Columbia schoolchildren was carried out in order to have a reasonably reliable estimate of the number of pupils who would be eligible under the act if amended to cover the District of Columbia. A very brief description of the technical aspects of the survey design is included as an attachment.

The preliminary results of this survey show that approximately 30 percent of all District of Columbia pupils would be eligible under the present act. This estimate does not include any pupils who have a parent or guardian working on District of Columbia-owned property or on Federal property containing District of Columbia government activities. The Department of Health, Education, and Welfare has not ruled on which of these District of Columbia properties would be eligible under the act. Since most District of Columbia activities serve a primarily local benefit or service and hence would be ineligible, we presume that an HEW ruling would probably add only about 1 percentage point or so to the above estimate.

The following table shows the calculated funds that would have been available for fiscal year 1962 if the District were included in the Federal impact area program. The present calculation is based on a special survey and the latest additional information from the Board of Education, and is compared with figures given to Senator Morse by HEW several months ago.

	Present calculations for 1962	Earlier information submitted by HEW to Senator Morse for 1962
1. Estimated average daily attendance.....	115,500	113,500
2. Average cost per pupil in average daily attendance in 2d preceding year (fiscal 1960).....	\$417.53	\$416
3. Per pupil Federal grant for type B cases (for simplicity, all cases are considered type B; the number of type A cases is negligible).....	\$104.38	\$104
4. Estimated proportion of eligible pupils (percent).....	30	42
5. Estimated number of eligible pupils (line 4 × line 1).....	34,650	47,670
6. Estimated Federal grant for eligible pupils (line 5 × line 3).....	\$3,616,767	\$4,957,680

Not all of the funds could have been actually available in the current fiscal year. Anywhere from 1 to 25 percent of the funds, under present HEW procedures, applicable to the present fiscal year, would be actually paid in the next fiscal year.

If the survey results and methods are applied to 1963, the estimated amount of Federal funds comparable to the \$3,616,767 in the above table would be \$4,031,756. This increase is attributable to the estimated increase in enrollment.

SCHUYLER LOWE,

Director of General Administration.

ATTACHMENT A: BRIEF SUMMARY OF SURVEY DESIGN

A. STRATIFICATION

1. Depressed and nondepressed areas: The schools were divided into two general groups—those which tended to be in or near economically depressed areas, and all the rest. The first group contained about a third of all pupils, but the sample was equally divided between the two groups.

2. Grades: Each grade was sampled separately.

3. Other stratification: The following categories were also sampled separately—each vocational high school; the special education classes; certain other high schools.

B. CLUSTERING

1. Schools: Within a stratum each school was considered a cluster. A sample of schools was drawn.

2. Classes: Within each selected school every class in the appropriate grade was considered a cluster. A sample of classes was drawn.

C. SAMPLING

Within each stratum, the sample schools were selected by the use of a random number table. All schools had the same chance of entering the sample. However, in general once a school was selected for a grade, it was not allowed into the sample for a different grade. Thus for the most part one grade only was sampled in each selected school. Within the sample school, all classes within that grade had the same chance of entering the sample. One class was selected by use of a random number table. All pupils in this class received the questionnaire. A systematic random subsample of two-thirds of the returned questionnaires in each class constituted the final sample that was actually edited and coded. The final coded sample consisted of 1,937 questionnaires in 99 classes in 89 schools.

D. ESTIMATES

1. The sample data were first inflated to an estimate for the selected classroom in such a way that the inflated totals equaled the true number of pupils in that class.

2. The classroom estimates were then successively inflated in an unbiased manner to the selected school, then to all schools in the stratum. The strata estimates were then added together.

3. The global estimates were then adjusted so that their total was equal to the true total number of pupils in the entire school system (except for those in schools outside the universe of the survey).

Mr. MORSE. Mr. President, the memorandum shows clearly that, excluding all children of District employees, there is still a Federal impaction—by which I mean children of parents who live or work on Federal property—of 30 percent. That is to say, 30 percent of the children who go to school in the District of Columbia are clearly federally impacted children within the meaning of Public Law 874. Yet those Members of the House of Representatives—as will be shown in a moment—after turning down the Senate's proposal, which the Senate passed twice, continue to claim that this should be not be a federally impacted area within the meaning of Public Law 874. Thirty out of 100 children in the District schools are children of parents who live or who work on federally owned property. There are some 34,650 of these boys and girls in the school population of 115,500 pupils in the elementary and secondary schools of Washington, D.C.

Mr. President, on September 26, 1961, as shown on pages 20076 through 20079 of the Congressional Record, certain Members of the House of Representatives in colloquy upon the floor of the House had unkind words to say of the proposal of the senior Senator from Oregon to make the District of Columbia eligible for Public Law 874 benefits. I think it is quite appropriate at this time to give scrutiny to the benefits received by the congressional districts these gentlemen represent. Mr. President, I ask unanimous consent that there be inserted at this point in the Record, in connection with my remarks, a compilation and covering memorandum—prepared at my request by the Office of Education of the Department of Health, Education, and Welfare—which sets forth for each congressional district represented by the gentlemen who participated in that colloquy of September 22 and September 26, 1961, the Federal money received in their home districts in 1960 and 1961 under Public Law 874.

There being no objection, the memorandum and table was ordered to be printed in the Record, as follows:

FEBRUARY 8, 1962.

To: Senator Morse.

From: B. Alden Lillywhite, Associate Director for Federally Affected Areas, Office of Education.

Subject: Entitlements under Public Law 874 for selected congressional districts.

In accordance with your telephone request this morning there is enclosed a tabulation showing the amount of Federal entitlement under Public Law 874 for the 1960 and 1961 fiscal years to school districts in 12 congressional districts for which you requested the data. The tabulation also shows by congressional district the percent that the federally connected children counted for Federal entitlement are of total public schoolchildren in the districts eligible for assistance. The pupil data are in terms of average daily attendance.

Data for the 1960 fiscal year were taken from the tabulation prepared last year for all congressional districts in the Nation. Data for the 1961 fiscal year are taken from tabulations used for preparation of the 11th annual report on the administration of Public Laws 815 and 874. These tabulations show the status of Federal entitlement and federally connected children as of September 1, 1961. Entitlement and number of federally connected children for some of the school districts are estimates and may change slightly when all field survey reports have been received and the project processed for final payment.



Federal entitlements under Public Law 874 for specified congressional districts for fiscal years 1960 and 1961 and the percentage federally connected children are of total children in the eligible districts in 1961

Congressional district	State	Federal entitlement		Number of districts eligible for assistance ¹	Number of federally connected children ¹	Total children in eligible districts ¹	Percent federally connected ¹
		1960	1961 ¹				
26th.....	California.....						
7th.....	Florida.....						
9th.....	Indiana.....						
6th.....	Maryland.....	853, 439	898, 825	25	1, 000	16, 273	6. 0
4th.....	Michigan.....	2, 697, 202	2, 925, 044	4	30, 926	121, 547	25. 4
5th.....	do.....						
2d.....	Nebraska.....	910, 362	1, 401, 511	15	6, 806	63, 571	10. 7
1st.....	North Carolina.....	118, 136	118, 647	8	1, 331	16, 112	8. 3
6th.....	South Carolina.....	113, 036	137, 190	1	1, 078	16, 547	6. 5
4th.....	Virginia.....	437, 882	510, 145	7	4, 890	32, 055	15. 3
10th.....	do.....	5, 458, 698	5, 903, 743	4	47, 831	95, 410	50. 1
15th.....	Illinois.....	234, 908	310, 991	18	1, 231	19, 052	6. 5

¹ Data are for 1961 and show the status as of Sept. 1, 1961.

NOTE.—All pupil data are in terms of average daily attendance.

Mr. MORSE. Mr. President, it is very interesting to note what politicians are prone to say when there is any possibility that funds for impacted-area schools in their own districts will be touched. How well we know what they say under those circumstances. How well we know the very interesting debate which occurred in the Senate and in the House, last year, when it was suggested that those funds might be extended for only 1 year—as recommended by the President—instead of 2 years. Why, Mr. President, I thought the eagle in the ceiling of this Chamber would actually fly away under that oratorical bombardment. Members were so eager to defend the interests of their constituents. Mr. President, you and I know what happened: Those Members were being deluged by scores and scores of telegrams and telephone calls and letters from the folks back home, who were saying, "Get us the money." And a lot of those Members did not want to go home without that "bacon."

Those protests were being received from voters, and those Members were interested in getting the money for the benefit of their voting districts. What a difference one observes, when reading the colloquy which occurred in the House, between their attitude when voters are involved and their attitude when a voteless population is involved. The poor taxpayers of the District of Columbia cannot vote against them. I wish they could. If they could, I am satisfied that a little better protection for the taxpayers of the District of Columbia and its boys and girls would be obtained from the politicians in Congress. I do not use disparagingly the word "politician." I think politics is a great profession. But some live up to its responsibilities better than others.

In this particular case, I say for some time past the Congress has not lived up too well to its responsibilities to these voteless people—not as well as the Members of Congress have lived up to their responsibilities to the voters back home. Certainly that was a very interesting colloquy.

Mr. President, I think the chart which I have now placed in the Record is most interesting in one respect. The percentage of Federal impact which results in payment to the school districts in almost every case, with but one exception, is less than the impact percentage of federally connected children in the District of Columbia. In other words, of all those Members of the House who, within the rules of the House, just as I am proceeding this afternoon within the Senate rules, paid their disrespects to me because I suggested that we should give protection to the taxpayers of the District of Columbia by recognizing the undeniable fact that this is a federally impacted area, to the extent of 30 percent of the schoolchildren, all but one of them come from districts in which the percentage of impact is less than the 30 percent impact in the District of Columbia. In other words, the situation in the District of Columbia is much, much more serious than the situation in their home districts. Yet, as my friend, the Senator from Nevada [Mr. Bible] knows, they were able to wield enough power and influence to prevent our reaching agreement in conference, last fall; and we ended up with no conference report

I wish to say, to the credit of the Senator from Nevada [Mr. Bible], the Senator from Maryland [Mr. Beall], and the Senator from Massachusetts [Mr. Smith], that they never have wavered on this. They have stood foursquare on it. In fact, when I finish my remarks this afternoon, I shall introduce—once again—a bill giving the Congress an opportunity to carry out a clear obligation, namely, a bill which proposes to bring the District of Columbia under Public Law 874.

I shall always be appreciative of the fact that the Senator from Nevada [Mr. Bible] came to me, when he heard I was going to introduce this bill, and volunteered to join in sponsoring it. Of course I told him that it would be a great honor and privilege to have him join me in sponsoring it this afternoon. The bill will be introduced, before I finish these remarks, with the Senator from Nevada [Mr. Bible], the chairman of the committee, as a cosponsor of the bill on this subject. I want him to know and I also want the Senator from Maryland [Mr. Beall] and the Senator from Massachusetts [Mr. Smith] to know that I understand and realize the position in which they found themselves in conference. An emergency fiscal problem confronts us in this case. The Senate conferees felt that the best thing they could do under the circumstances was to yield in this instance; and they yielded. I am not critical of them, and I want them to know that. I am sorry they were in a position in which it became necessary for them to yield. All I wish to do this afternoon is fix the responsibility for that situation. The responsibility has to be fixed, I believe, on what is an unfortunate attitude on the part of too many Members of the House of Representatives in regard to doing justice to the District of Columbia.

In my judgment, the threadbare and moth-eaten arguments advanced against including the District of Columbia under Public Law 874 are without merit. It was alleged in the House of Representatives that the Federal payment to the District of Columbia includes sufficient funds to more than offset a Federal payment for our schoolchildren. Yet, what is the actual situation? Some 3 or 4 years ago, testimony before the Senate District of Columbia Committee showed the need for replacing dangerous and obsolete structures that house far too many of the District of Columbia schoolchildren. Yet, unless I am vastly mistaken, the worst example of congressional neglect of the District of Columbia stands not too many blocks from the Capitol—I am speaking of Hines Junior High School. Why is it not razed; why is it not torn down? Why was it not replaced in 1924, when it was obsolete for the most part? Solely because the Congress has failed to appropriate money with which to modernize the dilapidated District of Columbia school system as fast as it should have. Other communities, many of them in the district represented by Mr. Broyhill, of Virginia, have built school after school from funds from Public Law 815, and have hired teachers and bought supplies under the operation and maintenance clauses of Public Law 874. That has happened just across the Potomac River, in his district. Congress is liberal when it comes to spending the people's money in Virginia. But Congress is niggardly when it comes to increasing the authorization for the District of Columbia under the Federal payment to take care of the needs of the District of Columbia schoolchildren.

The Senator from Nevada will remember that not so many years ago, after I had completed, on behalf of the subcommittee of the Committee on the District of Columbia, with the very able assistance of the Senator from Pennsylvania [Mr. Clark], the so-called hungry children investigation in the District of Columbia, in which we brought forth the fact that deplorable malnutrition problems were being suffered by a very, very large number of schoolchildren in the District of Columbia, I warned that Hines Junior High School was a firetrap. I warned then that we were just gambling with the fate of the boys and girls who go to that school.

It will be recalled—and thank God there were no fatalities—that sometime after that, Hines School had to be evacuated because a fire did break out in the school, and it was only because of the previous fire drill discipline in which those students had been trained, and the courage of the dedicated teachers, that we did not read headlines of fatalities from that fire. I am not so sure that, after the children went out of the school, it would not have been a good thing if the school had burned to the ground, because I believe it to be, if not unsafe, certainly unsatisfactory. Hines still stands there a potential firetrap monument to the failure of the Congress of the United States to live up to its moral obligations to the people of the District of Columbia. It is not the only

one. There are other schools which are also shocking monuments to malservice on the part of the Congress of the United States toward the District of Columbia.

Representative McMillan, chairman of the House District of Columbia Committee, knows there is a State 5-cents-a-pack tax on cigarettes in his native State, but he objects on behalf of the South Carolina farmers when the proposal is made to increase the District of Columbia cigarette tax from 2 to 3 cents. It would seem to me only equitable that the conference committee should have included within its package a cigarette proposal which would have raised \$3,900,000, such as I proposed last year. Yet, neither of these gentlemen seem to be able to convince their colleagues in the House that the District should be treated as any other American city is now treated under Public Law 874, and thus become eligible for some \$3,600,000 of impact aid for operation and maintenance of our federally impacted school system.

The situation is compounded by the fact that the conferees in the interest of getting a bill passed in the House of Representatives also had to drop the provision which would have increased the authorization for the Federal payment to \$36 million. The gentlemen of the House seem to wish to have it both ways for purposes of debate, because at one time they claim that they are already making the payment for the schools, and therefore Public Law 874 aid under another name is included within the Federal contribution to the District of Columbia. Yet, on the other hand, they resist strongly every effort to increase the Federal authorization despite the ever-mounting and increasing cost of municipal government in the District of Columbia—costs over which the District has no control—costs which are forced upon the District by Federal legislation increasing the salaries of employees and Federal legislation which destroys through condemnation the tax resources of the District. Not only do we have a federally impacted children figure of 30 percent, we currently have the Federal Government as a tax freeloader owning, using, and occupying 42.9 percent of the total area of the District of Columbia. The Congress was far more liberal with the District before 1920, when it picked up the tab of 50 percent of the cost of the operation of the Nation's Capital. Today, the \$32 million authorization, which has never been fully appropriated, represents less than 12.8 percent of the general fund.

I think the exact figures will show it is nearer 11 percent of the total budget.

I point out, Mr. President, that not only is the District, in my judgment, impacted with children with federally connected parents, it is further impacted by loss of tax-producing properties occupied by the Federal Government.

Having denied to the District \$3,600,000 of Public Law 874 money, the House of Representatives is forcing instead the shabby expedient of increasing by 50 percent a tax on the daily necessities of life. Soap, shoes, and clothes will now cost more to those least able to pay more. I cannot in good conscience, Mr. President, accept the iniquitous philosophy of this regressive tax. I also note with sadness that among the sales taxes which could be increased, the one which in my judgment could be justified, and I speak here frankly of the tax on liquor, has been given only the powder puff treatment.

* * * * *

I have added to my package, I say for the benefit of the press representatives, another amendment which would bring the District of Columbia under coverage of the federally impacted area legislation, Public Law 874. This would entitle the District of Columbia to receive approximately an additional \$5 million annually. Is there any sound reason why Bethesda, Md., and Arlington, Va., should be under Public Law 874, and not the District of Columbia?

I shall go into that amendment a little later, but I serve notice now that I am ready to debate the federally impacted areas issue today. Let the minority leader take note, I am ready today to proceed, on this bill, to pass the federally impacted areas legislation by adding the District of Columbia. This is the time to really draw the issue, by applying it to the District of Columbia for the benefit of the people in the District of Columbia, who ought to be eligible under the federally impacted areas legislation.

Why in the world should schools in Bethesda and Arlington receive the benefit of Public Law 874, but not those in the District of Columbia? Why should not the District of Columbia be treated as a State with respect to federally impacted areas legislation, exactly the same as Maryland and Virginia and other States?

* * * * *

I now come to the additional amendment which I drafted this morning.

The District of Columbia differs from the surrounding metropolitan area, so far as school revenues are concerned, in that the Virginia and Maryland counties immediately adjacent receive Federal funds under Public Law 874.

These payments are made because of the number of children who are federally connected, that is to say children whose parents either live or work on Federal property or both.

Certainly if there is any geographical area in the United States which is impacted with federally connected children, it is the Capital of our country. The Federal Government is by far the largest single employer in the District of Columbia. If my memory is correct over one-third of all gainfully employed individuals in the District of Columbia are employed by Uncle Sam.

Equity alone would seem to cry out that Washington, D.C., should be given the very same Federal benefits as are available to every other major or minor city or town in the Nation which can qualify under the provisions of Public Law 874.

It may be objected that to include the District of Columbia under Public Law 874 would be a meaningless gesture since the Federal payment to the District now made under existing laws would have to be deducted from payments made under Public Law 874. This would be a very sound argument if its premise were true. However, I am advised by the Department of Health, Education, and Welfare that the opinion of the Department is that the Federal payment to the District is not of the category which would have to be offset. Let me quote a pertinent paragraph from a memorandum I received on this point:

"Public Law 874 requires there be deducted from gross entitlement computed for a school district any Federal payment made to the district with respect to Federal property and available for school purposes during that year. The Federal payment made to the District of Columbia each year is based on a number of considerations, but is not allocated to specific functions or purposes. A review of the legislative history of the annual Federal payment to the District of Columbia leads to the conclusion that any amount of this Federal payment that may be allocated to current operating expenses of schools, on any proportionate basis or otherwise, would not be deductible from the gross entitlement computed for the District of Columbia under terms of the act as currently in effect. Consequently, it appears that there would be no deduction from the estimated gross entitlement."

How much would be received by the District if my amendment were to be adopted? An estimate of the Department of Health, Education, and Welfare has been prepared and it indicates that approximately \$5 million annually could become available. This amount, in my judgment, would go far to offset the regressive tax proposals contained in the committee reported bill. I therefore strongly recommend to my good friend and chairman of the District Committee that he accept my amendment in lieu of the sales tax provisions of the committee bill. In order to document further my case, I ask unanimous consent that there be printed at this point in my remarks materials which are to be found on pages 1318 through 1320 of part 2 of the hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare entitled "Public School Assistance Act of 1961." The material consists of a statement regarding financing of school programs in Arlington County, Va., and includes a table entitled "Information Regarding Number of Federally Connected Children in and Federal Payments Under Public Law 874 to Arlington County, Va."

Mr. President, I further request unanimous consent to insert other testimony excerpted from the same hearings record given by witnesses testifying on behalf of an extension of Public Law 874.

There being no objection, the materials were ordered to be printed in the Record, as follows:

"STATEMENT RE TESTIMONY OF ROBERT B. WALKER AND DOROTHY S. McDIARMID, OF FAIRFAX COUNTY, VA.

"The facts presented in the testimony of Robert B. Walker, assistant superintendent of schools and Dorothy S. McDiarmid, member of the General Assembly of Virginia, regarding the expansion of school population in Fairfax County since 1950 and concerning the crucial importance of the Federal financial assistance provided under Public Law 874 and Public Law 815 in meeting the educational problems in the county occasioned by this expansion are not challenged. Fairfax

County, Va., has been one of the fastest growing counties in the United States. Much of this growth may be attributed to its location adjacent to the Nation's Capital.

"It can hardly be said, however, that Fairfax County is typical of the 3,861 school districts which received assistance under Public Law 874 in 1959-60. Fairfax County has, according to the testimony, some 51 percent of its school attendance federally connected and 14 percent of its current operating expense budget from Federal payments. This compares with the average for all applicant school districts in the Nation of 15 percent of their children federally connected and 5 percent of their current operating expenditures derived from Federal payments. Attached hereto is a study of the distribution of applicant school districts in 1959 by percentage of their current expenditures derived from Public Law 874 payments. This study indicates that for 2,365, or 62.9 percent of the 3,761 school districts eligible in that year, the Federal payment under Public Law 874 was less than 5 percent of their current operating expense budgets. In only 383, or 10.2 percent of the school districts, did the Federal payments constitute as large a proportion of the current operating expenditures as in the case of Fairfax County, Va.

"The 1960 application of Fairfax County under Public Law 874 shows the following data:

"Two hundred and sixty-two children in average daily attendance in the 'A' category; 4,720 children in the 'B' category; total federally connected 25,500 or 50.3 percent of the total average daily attendance in a county of 50,751. The payments to the county were based on \$246.94 as the local contribution rate times the 'A' category children plus one-half of the 'B' category children or \$3,187,008. The school district revenues of \$16,592,728 consisted of \$4,208,199 or 25.4 percent from State sources, \$9,197,521 or 55.4 percent from local sources and \$3,178,008 or 19.2 percent from Federal sources. The expenditure per pupil in average daily attendance from State sources was \$82.92 and from local sources was \$181.22.

"These data would indicate that payment at the rate of 50 percent of the local contribution rate for the 'B' category children resulted in an amount per pupil of \$123.47 which is 68 percent of the county expenditure per pupil from local revenue sources. Had the rate been that proposed in S. 1021, title II, in that year, or \$61.73 per pupil for 'B' category pupils, it would have constituted 34 percent of the county's expenditure per pupil from local revenue sources.

"We note in the testimony an estimate made by the county department of assessments that Federal property within the county would yield \$5,872,500 per year at current assessed valuations and at current county tax rates. We understand that this estimate is as of January 1, 1960. Since 64 percent of the county budget is devoted to support of public schools, the school portion of the \$5,872,500 estimated yield would be \$3,758,400. It may be noted that in 1960 the county's entitlement under Public Law 874 was \$3,187,008, and under Public Law 815 was \$2,319,456, or a total of \$5,506,464.

"TABLE 125.—Number and percent of eligible applicants in fiscal year 1959 by proportion of Federal payments (Public Law 874) to total current expenditures of the applicant district

"Percent Federal payments (Public Law 874) of total current expenditures	Number of districts	Percent of districts
Total.....	3,761	100
Less than 5 percent.....	2,365	62.9
5 to 9 percent.....	734	19.5
10 to 14 percent.....	279	7.4
15 to 19 percent.....	140	3.7
20 to 24 percent.....	58	1.5
25 to 29 percent.....	55	1.5
30 to 39 percent.....	58	1.5
40 to 49 percent.....	28	.75
50 to 59 percent.....	19	.5
60 to 69 percent.....	13	.4
70 to 79 percent.....	6	.2
80 to 89 percent.....	2	.05
90 to 100 percent.....	4	.1

"STATEMENT REGARDING FINANCING OF SCHOOL PROGRAMS IN ARLINGTON
COUNTY, VA.

"The purpose of this statement is to present factual information regarding the portion of the Arlington County operating budget each year that comes from Public Law 874. This information in the attached table presents actual data by year from the 1956 through the 1960 fiscal years and estimated data for the 1961 fiscal year. It will be seen from this table that more than half of all schoolchildren attending Arlington County public schools each year are federally connected for the purposes of Public Law 874. This proportion ranges from a low of 53 percent to a high of 57 percent federally connected during the 5 years. This table also shows that the per pupil cost in Arlington County public schools has risen gradually from \$389 per child in 1956 to an estimated \$506 in 1961. State funds have provided from 16 to 18 percent of the total operating costs each year, and local funds have provided between 67 and 68 percent. Federal funds have provided between 14 and 16 percent of the budget each year ranging from a high of 16.1 percent in 1958 down to 14.4 percent in 1961.

"The table shows one other significant fact. The local contribution rate paid under Public Law 874 for 'A' category children has increased from \$207 in 1956 to \$265 in 1961. During the same period, local funds have provided \$265 per child in 1956 increasing up to \$340 per child in 1961.

"TABLE 126.—*Information regarding number of federally connected children in and Federal payments under Public Law 874 to Arlington County, Va.*

"Item	Fiscal year				
	1956-57	1957-58	1958-59	1959-60	1960-61 (estimated)
Average daily attendance:					
Total.....	20,918	21,330	21,646	22,030	23,624
Federally connected children ¹	12,047	12,103	12,049	11,996	12,596
Percent Federal ADA of total.....	57.6	56.7	55.7	54.5	53.3
Current operating expenses:					
Total.....	\$8,137,179	\$8,699,781	\$9,529,685	\$10,595,910	\$11,956,521
State funds.....	1,332,762	1,432,281	1,702,874	1,929,876	2,209,335
Federal funds ²	1,250,298	1,400,257	1,432,115	1,523,028	1,700,000
Local funds.....	5,554,119	5,867,243	6,394,696	7,143,006	8,047,186
Percent of total expenses.....	100.0	100.0	100.0	100.0	100.0
State funds.....	16.4	16.5	17.9	18.2	18.5
Federal funds ²	15.4	16.1	15.0	14.4	14.2
Local funds.....	68.2	67.4	67.1	67.4	67.3
Cost per child:					
Total.....	\$389.00	\$407.87	\$440.25	\$480.98	\$506.12
State funds.....	63.71	67.15	78.67	87.60	93.52
Local funds.....	265.52	275.07	295.42	324.24	340.64
Rate per child paid under Public Law 874 for 3(a) category ³	207.57	231.39	234.85	250.21	265.08
½ paid for 3(b) category.....	103.79	115.70	117.43	125.11	132.99

¹ Less than 2 percent of these are 'A' category children in any year.

² Paid under Public Law 874.

³ Local contribution rate paid per child in average daily attendance for children residing on Federal property with a parent employed on Federal property (sec. 3(a) category). ½ this local contribution rate paid per child in average daily attendance for those either residing on, or residing with, parent employed on Federal property (sec. 3(b) category)."

I point out that 900,000 children in New York City are receiving the benefit of payments under the Federal program of aid to impacted areas. Under Public Law 874, the Federal aid to impacted areas for a part of the cost of operation and maintenance of public schools in 1 school district of New York City covers 900,000 children in average daily attendance. Yet we are not willing to grant similar assistance to the children in the Capital City of the Nation.

I ask unanimous consent that the testimony on pages 717-720 of the hearings alluded to earlier, which bear out my amendment, be printed at this point in my remarks.

There being no objection, the testimony was ordered to be printed in the Record, as follows:

"Statement of Frederick Shore, Administrative Assistant, East Meadow Public Schools, Nassau County, Long Island, N.Y.

"Mr. SHORE. May I read it, please?

"Senator GOLDWATER. Certainly.

"Mr. SHORE. Senator, I am Frederick Shore, administrative assistant to the superintendent of schools of the East Meadow School District Nassau County, Long Island, N.Y. I am also representing the federally impacted school districts of New York State.

"I greatly appreciate this opportunity to present our views to this committee and to urge the extension of the present provisions of Public Law 874, 81st Congress.

"There are many of my colleagues here, as you heard, who will be presenting other aspects of this matter tomorrow.

"Last year, 161 New York school districts had an aggregate entitlement under Public Law 874 of approximately \$4,800,000. Most of the payments were for the education of 25,242 children who were federally connected by reason of employment of parents on Federal tax-exempt properties—the section 3b children. The entitlement for such purposes was \$3,781,000. New York school districts also provided publicly supported education for 2,809 section 3a children, those with residence and parental employment on Federal tax-exempt property.

"The following is a summary of the effect of Public Law 874 provisions in New York State for fiscal 1960.

"This summary shows there are 161 districts eligible for Public Law 874 entitlements out of 24 districts in the State that operate schools, including the city of New York. That is about 17 percent.

"The Federal impact ADA under section 3 is 28,000-plus, and that represents approximately 1.1 percent of the 2.5 million children in ADA. However, it is interesting to note that almost 900,000 of that ADA is in New York City alone in 1 school district.

"Therefore, it is a shade under 2 percent when we take into account that 1,600,000 are in the so-called upstate districts of our State.

"The total entitlement was a little under 4,800,000, and that represented in those districts that are federally affected 2 percent of their current expenses of \$230 million, and that is 17 percent of the total current expenses in the State of \$1,349 million, including almost one-half billion dollars for the city of New York.

"Senator GOLDWATER. So that this can be kept in proper order, we will print your table at this point in the remarks.

"Mr. SHORE. Thank you, Senator.

"(The table referred to follows:)

"TABLE 66.—*Summary of effects of Public Law 874, New York State, 1960*

"Federally impacted school districts	Total New York State school districts	Percent
161 districts eligible for Public Law 874 entitlements.	924 districts operating schools, including New York City.	17.4
Sec. 3a ADA..... 2,809	Approximate total ADA 2,500,000.....	1.1
Sec. 3b ADA..... 25,242	(Including almost 900,000 ADA for New York City) (about 1,600,000 excluding New York City).	(1.8)
Federal ADA..... 28,051		
Sec. 3a entitlement..... \$752,807		
Sec. 3b entitlement..... 3,780,833		
Total..... 4,533,640		
Add additional net..... 1,256,339		
Total net entitlement..... 4,789,979		
Total current expenses \$230,031,060 (net entitlement represents 2.1 percent of aggregate current expenses in these districts).	Total current expenses approximate \$1,349,000,000. (Including \$446,000,000 for New York City) (about \$903,000,000 excluding New York City).	17.1 (25.5)

" 1 Consists of entitlement of \$301,432 for 874 'sec. 4a' pupils, \$2,496 for sec. 2 net entitlement, less deductible funds under sec. 3.

"Mr. SHORE. When one looks at these aggregate figures, it is noted that the overall impact is not too large. However, the picture changes when individual districts are examined. In some districts, the federally connected children represent a little more than 3 percent of the total.

"In many, the percentage is much more substantial.

"In some districts the Public Law 874 payments represents a small tax rate equivalent, while in others the receipt of these moneys prevented a considerable tax rate increase.

"My school district, East Meadow, is one of the latter. It is a residential community of 60,000 persons situated on Long Island, adjacent to the Mitchel Airbase and about 12 miles from the New York City line.

"East Meadow is one of the rapid-growth districts that appeared on Long Island in the post-World War II period and which faced a tremendous increase during the Korean war with the consequent expansion of Federal defense activities in the 1950's.

"We grew from a 2-school system educating about 1,000 elementary pupils to the largest district on Long Island and the eighth largest in New York State with a pupil enrollment of over 18,000 in 12 elementary and secondary schools.

"For fiscal 1960, East Meadow's entitlement under Public Law 874 was \$186,687 consisting of \$119,591 for attendance of 475 section 3a children and \$67,096 for 533 section 3b youngsters.

"Our 3a children resided on 3 Federal housing projects containing 909 dwelling units:

"Mitchell Manor, a 628-unit Wherry housing garden apartment project for Armed Forces personnel; Santini housing, consisting of 203 units, including a guesthouse and transient quarters on the Mitchel Airbase; a trailer village with 78 trailer sites on base property.

"Their parents were stationed at 17 military installations in the general metropolitan area as well as being on active duty at a number of oversea bases or on board naval vessels.

"The 3b youngsters had parents employed on 38 federally owned, tax-exempt properties in New York. In the past 10 years we have noted employment or military assignment on 83 different Federal properties or installations, all tax exempt.

"This Public Law 874 entitlement represents a tax-rate equivalent of almost 23 cents per \$100 of assessed valuation and was equivalent to 2.5 percent of our current expenditures of \$7,480,000, for the last school year.

"Our tax rate is presently 4.07 per \$100 for school purposes alone on an assessed valuation of \$82.3 million. Last year, real property was determined to be assessed at 38 percent of true value in our town.

"As previously indicated, the major portion of Federal payment was for the attendance of residents on Federal tax-exempt property in our district. Thus, the United States made direct payments for the education of these children which were, in effect, payments in lieu of taxes.

"The remaining moneys were for the education of children who were federally connected by reasons of parental employment. These payments recognized the Federal responsibility involved in the education of children whose parents are employed on Federal tax-exempt property.

"While it is true that in the latter case property taxes are derived from the residences of these families, the valuation per child is insufficient to meet their proper share of educational costs. Thus there must be an increase in the local tax rate to produce more dollars on a shrinking base.

"Furthermore, as additional siblings in these residences reach school age, no additional taxable valuation can be anticipated which leads to a further tax rate increase.

"What has occurred in our school district and many others is that we are bedroom communities for large numbers of federally connected personnel.

"The Federal Government has affected or impacted these school districts and should continue to bear its share of the financing costs of maintenance and operation of schools when this occurs.

"The Congress, for the past decade, has declared it to be the policy of the United States to recognize its responsibility * * * 'to provide financial assistance for those local educational agencies upon which the United States has placed financial burdens by reason of the fact that * * * such agencies provide education for children residing on Federal property; or such agencies provide education for children whose parents are employed on Federal property; or there has been

a sudden and substantial increase in school attendance as the result of Federal activities.'

"We respectfully urge this committee to continue this policy and to provide the same provisions of law as now exist for these purposes.

"We also request that sufficient appropriations be made available to meet the full entitlements of the federally affected school districts.

"Without these Federal payments, constantly rising school taxes would have risen even higher and the real estate tax burden on the small homeowner, which is very great now, would have been even heavier.

"This is no time to reduce the funds available to these school districts. Proposals for changes in the provisions of Public Law 874 payments for section 3b children would result in a decrease of about \$2 million for New York State school districts. East Meadow's loss would be about \$35,000; something we cannot afford to lose.

"Neither is this a time to make eligibility requirements more stringent. For many years now, the determination of eligibility has provided for an equitable level of initial eligibility.

"Congress has also given recognition to the problems brought about by changes in the impact problem and has provided for a taper in the payments when changes took place and eligibility could no longer be established at the 3-percent level. Proposed changes would eliminate a great many districts from eligibility. Yet, the children are still federally connected and they are still in school.

"Your support and favorable action is sought in order that we may continue to provide the proper educational program which our children need and deserve, and without having our local property taxpayers assume the additional costs which are a Federal responsibility. Thank you, sir.

"Senator GOLDWATER. Thank you very much, Mr. Shore, and I want to add my apologies to those of the chairman for having kept you here so long.

"Mr. SHORE. That is all right.

Senator GOLDWATER. But you find, when Senators testify, they utilize the privilege of speech just as they do on the floor.

"Mr. SHORE. I appreciate this a great deal."

Mr. MORSE. Mr. President, I now read from the Department of Health, Education, and Welfare memorandum I quoted earlier, the basis used to determine the estimated amount of Federal entitlement for the District of Columbia in the 1962 fiscal year if brought under the provisions of Public Laws 815 and 874.

Public Law 874 authorizes any applicant school district to count for Federal entitlement those children who live on Federal property with a parent employed on Federal property, and those children who either live on Federal property or live with a parent employed on Federal property, but not both. Since the District of Columbia has not been included in the provisions of Public Law 874 or 815, there are no recent data available to the Office to indicate the percentage of children in the District's public elementary and secondary schools who meet either of the two conditions described in the previous sentence. In six jurisdictions in the Washington, D.C., metropolitan area, 42 percent of all public school children were classed as federally connected children in 1960. In the four northern Virginia school districts, 50 percent were federally connected, and the proportion in Prince Georges and Montgomery Counties was 37 percent. It is believed that the same ratio would hold true for the District of Columbia as for the entire metropolitan area.

Subsection (d) of section 3, Public Law 874, specifies the method for computing the "local contribution rate" for applicant school districts in each State, which is the amount paid per child for "A" category children. One-half the local contribution rate is paid for "B" category children. The basic method of computing the local contribution rate is the expenditure per child from local revenue sources in comparable communities in the same State in the second preceding year. However, no school district has to take a lower contribution rate than one-half of the State average cost per child, or one-half of the national average cost per child, both in the second preceding year.

This subsection further specifies that the Commissioner determine the local contribution rate in any State in which there is one local educational agency, which is the case in the District of Columbia, in accordance with policies and principles which will, in his judgment, best effectuate the purposes of this act and most nearly approximate the policies and principles provided herein for determining local contribution rates in other States.

In view of the circumstances in the District of Columbia and the fact that there are no comparable local educational agencies to the District, it is extremely difficult in the time available to determine the basis on which the Commissioner would determine the rate of payment per child in the District. However, it appears that in view of all the circumstances, the rate that would be established for the District of Columbia to best effectuate the policies and principles of the statute would be one-half of the State cost per child in the second preceding year. This alternative minimum is higher than one-half the national average cost per child, which is the other alternative minimum.

DETAILS OF THE ESTIMATE

In fiscal year 1960, the year on which the local contribution rate is determined for payments for the 1962 fiscal year, there were 105,801 children in average daily attendance in the District of Columbia public schools, and the total current operating expense budget was \$44,102,211. This gives a per capita cost of \$416.84. One-half of this per capita cost is \$208.42, which would be the rate of payment for "A" category children if one-half the State average were used as the local contribution rate. Although there are a small number of "A" category children in the District of Columbia, for the purpose of this estimate, entitlement has been computed at the "B" category rate for all eligible children, which would be one-half of the local contribution rate, or \$104.21 per child.

The estimated average daily attendance for the 1962 fiscal year in the District of Columbia public schools, as reported to the Office of Education, is estimated to be 113,500. This number, multiplied by the estimate of 42 percent federally connected children, gives an estimate of 47,670 federally connected children for the purpose of computing Federal entitlement. The estimated number of federally connected children multiplied by the rate of \$104.21 per child equals \$4,967,690 entitlement rounded to \$5 million for the purpose of this estimate.

Public Law 874 requires there be deducted from gross entitlement computed for a school district any Federal payment made to district with respect to Federal property and available for school purposes during that year. The Federal payment made to the District of Columbia each year is based on a number of considerations, but is not allocated to specific functions or purposes. A review of the legislative history of the annual Federal payment to the District of Columbia leads to the conclusion that any amount of this Federal payment that may be allocated to current operating expenses of schools, on any proportionate basis or otherwise, would not be deductible from the gross entitlement computed for the District of Columbia under terms of the act as currently in effect. Consequently, it appears that there would be no deduction from the estimated gross entitlement:

"Estimated entitlement for the District of Columbia for the 1962 fiscal year if brought under the provisions of Public Law 874: \$5 million."

PUBLIC LAW 815

It appears that the District of Columbia could not qualify for assistance under Public Law 815 in fiscal year 1962 because there would not be sufficient increase in the number of federally connected children to equal the required percentages.

Mr. President, to document further the basis of the payment of benefits under Public Law 874, I turn to pages 565 through 569, of the Public School Assistance Act of 1961 to a letter and attachments I received under date of March 20, 1961, from that great and dedicated friend of education legislation, the distinguished Senator from Montana, Mr. Metcalf.

I ask unanimous consent that the correspondence be printed at this point in my remarks.

There being no objection, the correspondence was ordered to be printed in the Record, as follows:

U.S. SENATE,
COMMITTEE ON INTERIOR AND INSULAR AFFAIRS,
March 20, 1961.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education, Senate Labor and Public Welfare Committee, New Senate Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: Following is the statement I promised to furnish following Senator Dirksen's and my colloquy before the subcommittee on Monday, March 16.

In support of my contention that Federal impact funds are not in lieu of taxes but are based on the needs of students in affected school districts, I cite first this statement which appears in the introduction (p. 1) to the Sixth Annual Report of the Commissioner of Education on Administration of Public Laws 874 and 815:

"Instead of a straight payment in lieu of taxes on the property itself in the jurisdiction where it is situated, the payment under Public Law 874 is calculated on the basis of that part of the local share of the cost of educational services normally borne by a property tax on places of residence or places of employment. Under Public Law 815, the payment is in terms of a grant to the school district of the Federal share of the cost of providing school facilities for children residing on or with parents employed on tax-exempt Federal property. This Federal share is computed in relation to the State average per pupil cost of construction school facilities."

I promise to cite specific examples, in connection with the Glasgow Air Force Base and Northern Cheyenne Indian Reservation in Montana, which show the relationship of the payment to educational needs rather than taxes replaced.

The Glasgow Airbase in Valley County contains 4,520 acres. Of these, 3,917 acres were obtained from State lands and 603 acres were purchased from private owners. These 603 acres paid \$87.85 taxes in the year 1957-58. Valley County school officials advise me the payment would be at the same rate were the lands still privately owned.

These formerly private lands are comparable in value to the former State lands which form the remainder of the airbase. Had the entire 4,520 acres been taxed at the rate which applied and still applies for the 603 acres, the taxes received annually would be \$658.87.

Total school enrollment in Valley County in May of 1957 was 1,333 students. There were 54 teachers. As of March 14, 1961, there were 2,676 students, 120 teachers, plus an enlarged administrative staff. Thus the school operations (and costs) have more than doubled. The county superintendent of schools, Mrs. Ruth Putz, says "with very little exception the airbase has caused this change."

Mr. William C. Greer, superintendent of schools, district No. 1, Glasgow, reports that percentagewise, in the period from the 1957 school year to the 1960-61 school year, pupil increase has been 200 percent, operational increase 202.7 percent, operational increase as represented in teacher salary 56 percent.

However, he states the loss in taxable value represented by those 603 acres has been 0.01 percent.

A total of \$1,553,643 under Public Law 815 and \$720,808 under Public Law 874 has gone into Valley County. Most of this Federal payment stems from the Glasgow Airbase, whose lands when taxed, I repeat, brought the county \$87.85 a year.

In fiscal 1959, Valley County schools included 85 children whose parents or parent lived and worked on the base and 294 children of airbase personnel who lived off base.

In fiscal 1960, the number of children rose respectively to 281 children in category A and 370 children in category B.

In fiscal 1960, more than \$250,000 went into Valley County schools under Public Law 874. Well over half that amount relates to the Glasgow Airbase. But if only half the annual payment were related to the airbase, that \$125,000 would be more than 1,400 times greater than the taxes previously paid on lands now part of the base.

Or, to put it another way, each year the Federal Government grants that \$87.85, formerly raised by taxes, several times over, for each of several hundred children.

I hope the details I have cited on this particular question make clear to all that Public Laws 815 and 874 relate to the cost of educating children, that they are not in-lieu payments.

On the Northern Cheyenne Reservation, 89 percent of the land is in trust status, and subsequently no taxes are paid on it. Much of the land in this area, as on many Indian reservations, is poor and unproductive, worth less than that in Valley County. Under Public Law 815, \$629,178 in Federal money has been spent in the Lame Deer and Ashland School Districts in this area. Under Public Law 874, the Federal Government contributed \$36,446 to these two school districts in 1959, and \$50,709 in 1960.

On March 17, 1961, Valley County Superintendent of Schools Ruth Putz wrote me a letter describing the history and criteria of Federal impact appropriations in that area. I ask that it be printed as part of my presentation, and I commend to all this enlightening letter from a fine teacher and administrator.

Sincerely yours,

LEE METCALF.

VALLEY COUNTY,
Glasgow, Mont., March 17, 1961.

HON. LEE METCALF,
Old Senate Building, Washington, D.C.

DEAR SENATOR METCALF: A day message sent you on Tuesday, March 14, 1961, gave you statistical information regarding School District No. 1, Valley County, Glasgow, Mont.

Are these payments under Public Law 874 "in lieu of taxes"? Does "in lieu of" mean that certain lands were once privately owned and taxed, and then taken by the Federal Government to public use, and now the Federal Government under Public Law 874 is compensating for this loss? Or does "in lieu of taxes" mean that there was, or is, any existing tax base to lose and because public education depends upon such a base for taxes, Public Law 874 is given to the district "in lieu of" any property upon which to base a tax to support education for children, in other words "impact."

Five of Valley County's 13 operating school districts receive Federal aid for maintenance and operation of public schools under the provisions of Public Law 874, and likewise all 5 have or are now receiving construction aid under Public Law 815. Let me sketch for you a brief narrative of three of these districts which will review the history and philosophy of Federal Government in giving aid for public education.

- (a) Frazer—Fort Peck Indian Reservation.
- (b) Fort Peck—Project Missouri River at Fort Peck (Fort Peck Dam).
- (c) Glasgow—Glasgow Air Force Base.

FRAZER—FORT PECK INDIAN RESERVATION

Frazer School District No. 2 is presently receiving aid under Public Law 874 after transferring from Johnson-O'Malley 3 years ago.

History shows us that the first President of the United States recognized the need for education of the Indian children and made this an obligation of the Federal Government by treaties. Such treaties were made with all Indian tribes, and when Montana became a State, we accepted this obligation for education of native Americans in our enabling act. From 1934 until 1958, Indian education was financed under the provisions of the Johnson-O'Malley Act. We are now under Public Law 874 in district No. 2, Frazer.

Was this "money in lieu of taxes" under definition 1 or 2?

"Lands which are occupied by a tribe or tribes of Indians have always been regarded as not within the jurisdiction of the State for purposes of State property taxation." The tribes have been regarded as distinct political communities. Therefore we never lost any land from taxation (definition 1 cannot apply), but we need funds for education of children for which, according to our philosophy, we have a civil, as well as a moral obligation.

FORT PECK DISTRICT NO. 21, VALLEY COUNTY—MISSOURI RIVER AT FORT PECK

The Fort Peck Dam started construction in 1933. The townsite of Fort Peck lies in district No. 21, Valley County, but the powerhouse lies across the Missouri River and in fact in another county (McCone).

The project¹ consists of 610,036 acres associated with it. Of this, 422,069 acres were public domain, and 20,263 acres in riverbed and flow, and only 167,704 acres were purchased. Of the lands purchased only 36,217.26 acres lay in Valley County, the remainder in Garfield, McCone, Phillips, Petroleum, and Fergus Counties. Specifically, school district No. 21 lost 8,880 acres or 86 percent of its land. It was operating a one-room rural school with an enrollment in 1932 of 12, 1933 of 7, 1934 of 30, 1935 of 332 aside from a Federal Government school which had an enrollment of 258. (See exhibit A, col. A.) Like-

¹ Information courtesy of Don Beckman, Corps of Engineers, Fort Peck.

wise, the impact of elementary school children had overflowed into the adjoining districts Nos. 6 and 20. (See cols. B and C of exhibit A and for location of same see map exhibit B.) Remember this was 1932 to 1937 and while everyone was happy to have a job, the schools had a terrific pupil-teacher load and no means of finance. (I was a "dam" teacher, you know.) There was no Federal aid and no taxable property to support education.

Finally in 1946, Wesley D'Ewart, Republican, introduced a bill in the House which became Public Law 586 which made an appropriation to the Corps of Engineers at Fort Peck to be used for education of the public school children whose parents were employed on the Fort Peck project and who resided at Fort Peck. No mention was made to "in lieu of." It was a recognition of a responsibility for education due to a Government-directed order.

Then in about 1952, after the Federal Government had built more dams, projects, etc., a general policy for any school district federally impacted was adopted and Federal funds for impacted areas was established and administered through the Office of Education under provisions of Public Law 874. Today, Fort Peck School District No. 21 receives financial aid under Public Law 874.

If this was money in lieu of tax property lost, then the other counties of McCone, Garfield, etc., should likewise be compensated by the Federal Government.

GLASGOW SCHOOL DISTRICT NO. 1, VALLEY COUNTY, MONT.

As stated in our other correspondence the present Glasgow Air Force Base contains 4,520 acres. Three thousand nine hundred and seventeen acres was State land (not subject to tax). The loss in acres to school district No. 1, is 603 acres or 0.019095 percent. However, the impact of students is immense:

	1957 (May)	1961	Percent increase
Enrollment.....	1,333	2,626	200
Teachers.....	54	1120	56
Operational costs.....			202

¹ Plus administrative staff.

Payment in lieu of taxes on property lost (0.019095 percent) could never compensate for the impact of enrollment of 200 gain.

Do we need Federal aid to replace money lost by seizure of property by Federal Government, or do we need Federal aid to compensate for the increased burden of education placed upon a district by reason of a Federal installation?

The criteria set forth for entitlement under Public Law 874 takes into account (a) local effort and (b) eligible pupils in terms of residence and employment.

If Federal reimbursement is to be made on "in lieu of" the basis of actual acres lost to taxation because of a Federal installation—

- (1) Frazer School District No. 2 would have not entitlement since no acres were lost.
- (2) Fort Peck School District No. 21 should receive 86 percent of what the land would earn in taxation to support a school population of 99.4 percent 3a pupils.
- (3) Glasgow School District No. 1 should receive 0.019095 percent.

The loss of acreage is not the important aspect. The increase in school population with its allied increase in maintenance, operational, and construction costs is of prime importance.

Respectfully submitted.

RUTH PUTZ
Mrs. Wayne Putz, Sr.,
County Superintendent, Valley County Schools.

U.S. SENATE,
COMMITTEE ON INTERIOR AND INSULAR AFFAIRS,
March 24, 1961.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education,
New Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: Please make the attached March 19 letter and enclosures from Harry H. Cloke part of my response to your and Senator Dirksen's request, when I testified on Monday, March 13, for documentation of the statement that Public Laws 815 and 874 are directly related to the costs of education, rather than local taxes.

I previously sent you my letter and a supporting letter from Superintendent Ruth Putz.

Sincerely,

LEE METCALF.

LAME DEER PUBLIC SCHOOL,
Lame Deer, Mont., March 19, 1961.

Senator LEE METCALF,
Senate Office Building,
Washington, D.C.

DEAR SENATOR METCALF: As a school administrator for many years in federally affected areas I can most emphatically assure you that Public Law 815 and Public Law 874 funds are most directly related to the cost of education and not a mere means of payment in lieu of taxes. It is most imperative to state that these funds are honorably intended to educate children, not to reduce taxes.

It is lamentably shortsighted for anyone to consider the vital funds of Public Law 815 and Public Law 874 as a mere meeting of a moral obligation by the Federal Government. The enclosures give most irrefutable proof of my thesis that Federal funds are solely directed to the educating of children and not to the mere reduction of taxes. (It seems essential to emphasize this.)

Columns 7 and 8 of exhibits A and B show the local contribution rate and the per capita cost of five school districts comparable in this instance to Lame Deer. It is noted that our local contribution rate is \$216.61 while our per capita cost is \$473.05. Our Public Law 874 money is used in its entirety for a percentage portion of the cost of operating and maintaining our public school whose students are 95 percent northern Cheyenne Indians.

Sincerely,

HARRY H. CLOKE,
Principal, Lame Deer Public Schools.

EXHIBIT A

TABLE 6.—Comparable district data for school districts individually selected as comparable to applicant district

(To be completed in full by sec. 3 and sec. 4 applicants unless: (1) State has group rates or (2) application is made under subsec. 3(c)(1) only and applicant elects to have local contribution rate based on minimum rate, requested in table 4, item 1)

LAME DEER NO. 6, ROSEBUD COUNTY

Montana-60-E-506

Names of 5 comparable school districts and county in which located	ADA	Revenue receipts for current expense purposes		Current expenses paid from local sources only (exclusive of debt service and capital outlay expenditures excluded by Public Law 874)	Total current expenses (exclusive of debt service and capital outlay expenditures excluded by Public Law 874)	Local contribution rate (col. 5 divided by col. 2)	Per capita cost (col. 6 divided by col. 2)
		From local sources only	From all sources				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Total for all districts in State.....	124,051	\$33,803,202	\$49,861,901	\$33,801,383	\$49,861,901	\$272.48	\$401.95
2. Names of comparable school districts (data for 1956-57):							
Roosevelt County, Bainville, No. 64.....	148.2	52,582	72,180	48,014	65,908	323.98	444.72
Bonner, No. 14, Missoula County.....	225.0	71,658	99,641	75,658	105,198	336.26	467.55
Swan Valley, No. 33, Missoula County.....	34.7	12,918	22,044	13,154	22,447	379.08	646.89
Froid, No. 65, Roosevelt County.....	135.7	55,795	70,439	54,945	69,367	404.70	511.18
Greenfield, No. 75, Teton County.....	109.0	31,350	47,899	33,134	50,625	303.98	464.45
3. Comparable districts: Aggregate for cols. 2-6; quotient for cols. 7 and 8, Lame.....	632.6	224,303	312,203	224,905	313,545	344.63	480.50
4. Applicant district (1956-57); Lame Deer, No. 6.....	130.4	30,097	65,722	39,077	85,339	216.61	473.50

HARRY H. CLOKE,
Principal, Authorized Representative.
K. F. BERGAN,
State Director of Public Law 874.

TABLE 7.—*Information relating to school districts entered in table 6 for fiscal year 1957-58*

(To be completed in full by sec. 3 and sec. 4 applicants unless: (1) State has group rates or (2) application is made under subsec. 3(c)(1) only and applicant elects to have local contribution rate based on minimum rate, requested in table 4, item 1)

LAME DEER NO. 6, ROSEBUD COUNTY ELEMENTARY

Montana-60-E-506

School districts (1)	Legal classification (2)	Type of community (urban, suburban, or rural) (3)	Grade levels maintained (4)	Percent of pupils transported (5)	Pupil-teacher ratio (6)	Assessed taxable valuation (7)		School tax rate for current expenses only (mills per \$1) (9)	Total tax rate for all school purposes (mills per \$1) (10)
						Total for school purposes	Percent of true value		
1. Balmville, No. 64, Roosevelt County	3d	Rural	1 to 8	49.38	23 to 1	\$1,177,556	30.7	38.82	38.82
2. Bonner No. 14, Missoula County	2d	do	do	None	20 to 1	1,445,020	30.2	33.44	66.82
3. Swan Valley No. 33, Missoula	3d	do	do	100.00	13 to 1	163,396	27.9	63.22	65.85
4. Froid No. 65, Roosevelt	2d	do	do	46.58	19 to 1	775,640	26.5	33.35	53.35
5. Greenfield, No. 75, Teton County	3d	do	do	91.73	22 to 1	312,423	24.6	45.76	50.04
6. Applicant: Lame Deer a, 1957-58	3d	do	do	11.16	20 to 1	77,444	24.6	26.57	26.57
Lame Deer b, 1959-60	3d	do	do	11.16	20 to 1	98,014	28.3	30.00	30.00



EXHIBIT B

TABLE 6.—Comparable district data for school districts individually selected as comparable to applicant district

(To be completed in full by sec. 3 and sec. 4 applicants unless: (1) State has group rates or (2) application is made under subsec. 3(c)(1) only and applicant elects to have local contribution rate based on minimum rate, requested in table 4, item 1)

BABB NO. 8 ELEMENTARY, GLACIER COUNTY

No. 102-874 (1960-61)

Names of 5 comparable school districts and county in which located	ADA	Revenue receipts for current expense purposes		Current expenses paid from local sources only (exclusive of debt service and capital outlay expenditures excluded by Public Law 874)	Total current expenses (exclusive of debt service and capital outlay expenditures excluded by Public Law 874)	Local contribution rate (col. 5 divided by col. 2)	Per capita cost (col. 6 divided by col. 2)
		From local sources only	From all sources				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Total for all districts in the State.-----	128,785	\$35,530,164	\$53,287,708	\$34,116,039	\$51,148,485	\$264.91	\$397.16
2. Names of comparable school districts (data for 1958-59):							
Boyl No. 28, Carbon.....	35.7	11,708	16,870	10,415	15,007	291.74	420.36
Winkler No. 28, Glacier.....	27.8	16,580	21,610	15,070	19,643	542.09	706.58
Heligate No. 4, Missoula.....	63.5	17,463	26,123	15,432	23,085	243.02	363.54
Heron No. 3, Sanders.....	45.7	16,261	22,930	16,909	23,846	370.00	521.79
Logan No. 1, Gallatin.....	42.9	11,972	18,467	10,807	16,679	251.91	388.79
3. Comparable districts: Aggregate, cols. 2-6; quotient, cols. 7 and 8	215.6	73,984	106,000	68,633	98,260	318.33	455.75
4. Applicant district (1958-59): Babb No. 8, Glacier.....	47.7	14,934	26,552	16,970	30,174	355.77	632.57

TABLE 7.—*Information relating to school districts entered in table 6 for fiscal year 1958-59*

(To be completed in full by sec. 3 and sec. 4 applicants unless: (1) State has group rates or (2) application is made under subsec. 3(c)(1) only and applicant elects to have local contribution rate based on minimum rate, requested in table 4, item 1)

BABB NO. 8 ELEMENTARY, GLACIER COUNTY

No. 102-874 (1960-61)

School districts (1)	Legal classification (2)	Type of community (urban, suburban, or rural) (3)	Grade levels maintained (4)	Percent of pupils trans- ported (5)	Pupil- teacher ratio (6)	Assessed taxable valuation		School tax rate for current expenses only (mills per \$1) (9)	Total tax rate for all school purposes (mills per \$1) (10)
						Total for school purposes (7)	Percent of true value (8)		
Boyd.....	3.....	Rural.....	1 to 8.....	.....	13 to 1.....	\$230,861.....	28.82.....	33.00.....	33.00.....
Winkler.....	3.....	do.....	do.....	.....	10 to 1.....	709,194.....	46.06.....	20.20.....	33.62.....
Hellgate.....	3.....	do.....	do.....	.....	19 to 1.....	1,353,174.....	29.32.....	21.87.....	25.40.....
Heron.....	3.....	do.....	do.....	.....	15 to 1.....	258,457.....	31.05.....	44.59.....	52.81.....
Logan.....	3.....	do.....	do.....	.....	16 to 1.....	727,095.....	36.41.....	23.05.....	23.05.....
Applicant: Babb a, 1958-59.....	3.....	do.....	do.....	.....	17 to 1.....	338,969.....	27.55.....	31.22.....	35.78.....
Babb b, 1960-61.....	3.....	do.....	do.....	.....	do.....	.....	.....	.....	.....

EXHIBIT C

TABLE 6.—*Comparable district data for school districts individually selected as comparable to applicant district*

(To be completed in full by sec. 3 and sec. 4 applicants unless: (1) State has group rates or (2) application is made under subsec. 3(c) (1) only and applicant elects to have local contribution rate based on minimum rate, requested in table 4, item 1)

Names of 5 comparable school districts and county in which located	ADA	Revenue receipts for current expense purposes		Current expenses paid from local sources only (exclusive of debt service and capital outlay expenditures excluded by Public Law 874)	Total current expenses (exclusive of debt service and capital outlay expenditures excluded by Public Law 874)	Local contribution rate (col. 5 divided by col. 2)	Per capita cost, (col. 6 divided by col. 2)
		From local sources only	From all sources				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Total for all districts in State-----	128,785	\$35,530,164	\$53,287,708	\$82,116,039	\$51,148,485	\$264.91	\$397.16
2. Names of comparable school districts (data for 1958-59):							
Logan No. 1, Gallatin County-----	42.9	11,972	18,467	10,807	16,679	251.91	388.79
Swan Valley No. 33, Missoula County-----	41.0	10,520	55,520	9,567	23,221	229.98	568.20
Harris No. 3, Sanders County-----	43.7	16,261	22,930	16,909	23,846	370.00	521.79
Lonepine No. 12, Sanders County-----	44.3	16,977	26,565	13,972	22,377	315.40	505.12
Frazier No. 2, Valley County-----	121	30,975	53,944	30,405	56,347	245.20	454.41
3. Comparable districts: Aggregate cols. 2-4; quotient, cols. 7 and 8-----	298.5	83,555	148,468	81,060	142,470	273.57	477.29
4. Applicant district (1958-59)-----	63.5	17,566	25,789	25,278	37,119	385.92	566.70

TABLE 7.—Information relating to school districts entered in table 6 for fiscal years 1958-59

(To be completed in full by sec. 3 and sec. 4 applicants unless: (1) State has group rates or (2) application is made under subsec. 3(c)(1) only and applicant elects to have local contribution rate based on minimum rate, requested in table 4, item 1)

School districts (1)	Legal classification (2)	Type of community (urban, suburban, or rural) (3)	Grade levels maintained (4)	Pupil-teacher ratio (6)	Assessed valuation		School tax rate for current expenses only (mills per \$1) (9)	Total tax rate for all school purposes (mills per \$1) (10)
					Total for school purposes (7)	Percent of true value (8)		
1. Logan No. 1, Gallatin.....	3	Rural.	L-1-8	16-1	\$727,095	36.41	23.05	23.05
2. Swan Valley, Missoula.....	3	do	1-8	20-1	169,881	25.03	52.31	62.94
3. Heron, Sanders County.....	3	do	1-8	17-1	258,457	31.06	44.59	52.81
4. Lonepine No. 2, Sanders.....	3	do	1-8	6-1	207,625	27.34	53.16	53.16
5. Frazer No. 2, Valley.....	3	do	1-8	21-1	483,998	25.29	46.37	46.37
6. East Glacier No. 50 ¹	3	do	1-8	21-1	656,538	33.16	37.88	37.88
East Glacier No. 50 ²	3	do	1-8	21-1	-----	-----	27.60	27.60

¹ 1958-59.
² 1960-61.

Mr. MORSE. Mr. President, how much time have I left?

* * * * *

Mr. MORSE. Mr. President, I offer an amendment and ask that it be stated.

The PRESIDING OFFICER. The amendment will be stated.

The LEGISLATIVE CLERK. On page 36, between lines 20 and 21, insert the following:

"TITLE IX—AMENDMENT OF PUBLIC LAW 874, EIGHTY-FIRST CONGRESS, TO INCLUDE THE DISTRICT OF COLUMBIA

"SEC. 901. Section 9(8) of the Act of September 30, 1950 (20 U.S.C. 244(8)) is amended by inserting 'the District of Columbia,' after 'Guam,'.

"On page 36, line 21 and following, redesignate title IX as title X and redesignate the sections in such title accordingly.

"On page 37, line 14, before the period insert a comma and 'other than title IX'".

Mr. MORSE. The amendment provides that the District of Columbia shall come under Public Law 874. The Department of Health, Education, and Welfare has assured us that the law can apply to the District of Columbia if we adopt an amendment.

The amendment contains technical provisions, however, to make certain that the District authorities will not determine what is covered. I ask the chairman if he will agree to take the amendment to conference. It is a sound amendment.

Mr. BIBLE. What the Senator from Oregon has said during his very able discussion of the revenue problem of the District of Columbia is very impressive, and has impressed me a great deal today.

There is a question here about the impacted areas bill not having included the District of Columbia. I am frank to say that this was not completely discussed by our committee. It seems to me, however, if it is good for Bethesda as the Senator has pointed out, and good for New York City—and I know it is good for the State of Nevada—perhaps it is good also for the District of Columbia.

I do not know all the ramifications. The only thing that concerned me was that it might possibly mean that this amount will be taken off the Federal payment. The Senator from Oregon seems to think and made the statement in his preliminary remarks that this would not happen.

Mr. MORSE. I have read into the Record a memorandum which indicates that that would not happen.

Mr. BIBLE. I am perfectly willing to take the amendment to conference. It has considerable merit. I am happy to accept the amendment.

The PRESIDING OFFICER. The question is on agreeing to the amendment offered by the Senator from Oregon.

The amendment was agreed to.

* * * * *

Mr. MORSE. Mr. President, as an earnest of my intent to seek to obtain justice for the District of Columbia, I now send to the desk and ask appropriate reference of a bill to amend Public Law 874 to include the District of Columbia.

I introduce the bill in behalf of myself and, unless he has changed his mind since my speech started, also in behalf of my good friend from Nevada, Mr. Bible.

Mr. BIBLE. Mr. President, I am happy to be a cosponsor with my distinguished friend from Oregon.

The ACTING PRESIDENT pro tempore. The bill will be received and appropriately referred.

The bill (S. 2830) to amend the act providing financial assistance for local educational agencies in areas affected by Federal activities in order to provide assistance under the provisions of such act to the District of Columbia, introduced by Mr. Morse (for himself and other Senators), was received, read twice by its title, and referred to the Committee on Labor and Public Welfare.

Mr. MORSE. Mr. President, in concluding my statement in opposition to the conference report, for which I cannot in good conscience vote, I should like to voice one plea to my colleagues on the committee. The inadequate revenues of the District, in the light of ever increasing costs must, perforce, bring before us in the next session or so, yet an additional revenue bill.

As we then consider further ways and means of meeting the financial obligation which is owed to the District by the Congress, I hope further attention will be directed to utilization of Public Law 874 money for the District.

* * * * *

EXHIBIT 1

SUMMARY

By comparison with statistics for fiscal year 1951, when the maintenance and operation program was initiated, data for 1960-61 show striking increases in: (1) number of local educational agencies eligible for payment; (2) ADA of federally connected pupils; (3) total ADA in eligible school districts; (4) total current expenditures of eligible districts; and (5) net entitlement. (See statistical highlights in table C.) This significant growth is attributable to expanded Federal activity, broadened interest in the program by State and local school officials, increases in school population and costs, and liberalizing amendments to the basic legislation. Public Law 874 payments are available for current operating expenditures attributable to all pupils in the eligible school districts. In fiscal 1961 the ADA in such districts was about one-third of the Nation's public school attendance, compared with about one-eighth in 1951.

While the trend has been generally upward in these major phases of activity over the 11-year period of program operation, relatively stable relationships have been maintained, nonetheless, in other fundamental aspects. For example, the proportion of federally connected ADA in the total ADA of eligible districts has changed only 2 percent, ranging from 17 in 1951 to 15 in 1961. Although net entitlements have multiplied almost six times, they bear approximately the same ratio to total current expenditures of the participating school districts as the Federal payments did in 1951. (See table A.)

TABLE A.—Public Law 874: Number of eligible applicants, total current expenditures, and percent financed by Public Law 874, fiscal years 1951 through 1961

Fiscal year	Number of eligible applicants	Net entitlement for secs. 2, 3, and 4 of applicant districts	Total current expenditures of applicant districts	Percent of total current expenditures financed by Public Law 874 funds
1951.....	1,172	¹ \$29,611,018	\$520,370,000	5.7
1952.....	1,763	45,026,148	825,926,541	5.5
1953.....	2,212	54,600,902	1,040,424,071	5.2
1954.....	2,524	69,071,132	1,284,960,000	5.4
1955.....	2,683	² 71,606,560	1,450,700,000	4.9
1956.....	2,860	80,874,345	1,754,530,000	4.6
1957.....	3,320	106,051,520	2,156,450,000	4.9
1958.....	3,340	116,641,127	2,578,486,000	4.5
1959.....	3,757	149,650,517	3,083,668,609	4.9
1960.....	3,794	175,785,876	3,534,582,784	4.9
1961.....	3,965	202,964,825	3,999,469,697	5.1

¹ Payments prorated at 96 percent for fiscal year 1951.

² Payments prorated at 99.5 percent for fiscal year 1955.

As in all former years, the major portion of total entitlements was paid to those local educational agencies claiming assistance under section 3 of the act. (See table B.)

New York.....	175	5,108	27,476	1,418,592	4,185,237	5,603,839	49,952	5,553,877	297,351	-----	-----	5,553,877
North Carolina.....	29	3,654	20,692	620,513	1,756,894	2,374,407	2,611	2,374,796	169,709	-----	-----	2,374,796
North Dakota.....	28	1,758	1,424	416,701	168,704	383,465	1,743	383,732	237,083	-----	-----	384,808
Ohio.....	137	2,112	38,263	377,197	4,318,370	4,685,567	133,668	4,551,899	221,041	-----	-----	4,613,088
Oklahoma.....	333	9,133	42,918	1,996,949	5,033,714	7,030,663	26,867	7,003,796	220,821	-----	-----	7,037,130
Oregon.....	78	1,006	6,524	286,324	912,715	1,199,039	12,442	1,086,597	289,094	-----	-----	1,066,697
Pennsylvania.....	151	1,752	35,411	158,696	4,377,632	4,536,628	12,413	4,524,215	245,791	-----	-----	4,722,018
Rhode Island.....	22	1,695	8,123	567,618	1,280,429	1,848,047	2,181	1,845,866	321,041	-----	-----	1,845,866
South Carolina.....	33	3,740	31,916	636,552	2,712,561	3,349,113	13	3,349,100	169,791	-----	-----	3,356,252
South Dakota.....	63	3,885	6,051	1,011,305	895,397	2,005,465	7,082	1,998,383	237,453	108	33,664	2,134,149
Tennessee.....	44	1,103	23,772	187,279	2,020,849	2,208,128	79,065	2,128,463	169,791	-----	-----	2,134,149
Texas.....	242	15,381	106,320	2,998,830	9,028,144	12,047,523	104,626	11,942,897	173,471	261	31,962	11,873,909
Utah.....	12	1,574	19,531	267,250	1,658,084	1,925,334	1,269	1,908,065	169,791	-----	-----	1,908,065
Vermont.....	9	15	469	5,878	70,304	76,182	25,708	50,474	203,634	-----	-----	50,474
Virginia.....	46	6,189	115,748	1,244,093	12,829,859	14,073,952	6,305	14,067,647	189,691	-----	-----	14,067,647
Washington.....	200	12,247	68,263	2,300,026	6,395,966	8,695,992	99,065	8,596,927	217,901	-----	-----	8,596,927
West Virginia.....	5	37	1,284	6,282	109,005	115,287	1	115,286	169,791	-----	-----	115,286
Wisconsin.....	33	950	2,741	274,234	400,166	674,400	2,919	671,481	290,631	-----	-----	671,481
Wyoming.....	16	1,167	3,629	427,966	382,500	810,466	102,347	708,119	271,531	-----	-----	708,119
Guam.....	1	2,467	3,570	418,872	303,075	721,947	474	721,473	169,791	-----	-----	721,473
Virgin Islands.....	1	125	500	21,224	42,447	63,671	5,000	58,671	169,791	-----	-----	58,671
Total.....	3,965	235,270	1,386,290	3,808,54,714,406	148,439,816	200,077	2,439,191	201,185,020	218,821	3,692	982,640	202,964,825

¹ Net entitlement figures from table 1; may be changed on basis of additional information.

² Includes \$269,912 for subsec. 3(f) applicants.

TABLE B.—Public Law 874: Summary of estimated net entitlement, by section, and pertinent related data, 1961

Section	Number of eligible claimants	Average daily attendance	Basis of eligibility	Net entitlement	Percent of total net entitlement	
Total	4,088	1,663,295	-----	\$214,498,630	100.00	
2-----	71	-----	Removal of land from local tax rolls by Federal acquisition. Financial burden, need for funds shown.	797,165	.37	
3(a)-----	3,940	235,270	Pupil residing on Federal property with parent employed on Federal property.	201,185,020	93.79	
3(b)-----		1,386,290				Pupil residing on Federal property or with a parent employed on Federal property.
3(c)(4)-----		3,808				50 percent of pupils in average daily attendance residing on Federal property. Reasonable tax effort, need for funds shown.
4-----	8	3,692	Increase in average daily attendance due to increase in Federal activities. Increase in sec. 3 pupils over the prior year may be included if applicant so elects. Financial burden, reasonable tax effort, need for funds shown.	982,640	.46	
6-----	56	34,235	Pupils residing on Federal property, no State or local taxes expendable for their education, or no agency can provide suitable free public education.	11,406,026	5.32	
8(a)-----	13	-----	Reimbursement to other Federal agencies for certain educational services provided for children residing on Federal property.	127,779	.06	

TABLE 5.—Appropriations for and net entitlement, all sections of Public Law 874, as amended, and number of eligible and ineligible applicants, secs. 2, 3, and 4 (for current-expenditure purposes, as of Sept. 1, 1961—by fiscal year, 1951 through 1961)

Fiscal year (1)	Appropriation (2)	Net entitlement, all sections (3)	Number of applicants under secs. 2, 3, and 4	
			Eligible (4)	Ineligible (5)
1951-----	¹ \$29,080,788	² \$29,686,018	1,172	126
1952-----	51,570,000	47,814,282	1,763	128
1953-----	60,500,000	57,696,592	2,212	149
1954-----	72,350,000	71,860,087	2,524	149
1955-----	75,000,000	³ 75,276,843	2,683	149
1956-----	90,000,000	85,671,844	2,860	158
1957-----	113,050,000	111,319,914	3,320	208
1958-----	127,000,000	122,323,791	3,340	178
1959-----	157,362,000	156,903,506	3,757	206
1960-----	186,300,000	184,979,171	3,794	169
1961-----	217,300,000	⁴ 214,498,630	3,965	115

¹ Includes \$380,788 made available from other Federal agencies for fiscal year 1951.

² Payments prorated at 96 percent for fiscal year 1951.

³ Payments prorated at 99.5 percent for fiscal year 1955.

⁴ May be changed on basis of additional information.

TABLE C.—Public Law 874: Statistical highlights, fiscal years 1951 and 1961

Items about sec. 2, 3, and 4 claimants	Fiscal year		Percent of increase
	1951	1961	
Number of districts eligible.....	1, 172	3, 965	238
Average daily attendance in eligible districts.....	2, 943, 740	10, 968, 202	273
Federally connected pupils.....	512, 050	1, 663, 295	225
Federally connected pupils as percent of total average daily attendance.....	17	15	-----
Net entitlements.....	\$29, 611, 018	\$202, 964, 825	585
Operating expenditures:			
Total.....	\$520, 300, 000	\$3, 999, 469, 697	669
Percent financed by Public Law 874.....	5. 7	5. 1	-----

Mr. BIBLE. Mr. President, I appreciate the attitude of the Senator from Oregon. He recognizes that the revenue bill involved some problems along its legislative path. It has been 3 years moving as far as it has. I am very happy that this is early in the session, because I recognize that there are certain parliamentary devices that would be available to anyone in good voice—and I have always found the Senator from Oregon in excellent voice.

I believe that the Senator from Oregon will have in the bill he has just introduced for reference to his own committee—and I think it will be referred to his subcommittee—and excellent vehicle to provide some additional revenue for the District of Columbia. I am in wholehearted agreement with his impacted school area philosophy. It seems to me that if the program is good for Virginia, Maryland, Nevada, and Oregon, it is equally good for the District of Columbia. I made that statement when the suggestion was first offered on the floor by the able Senator from Oregon.

One of the weaknesses that we encountered in considering this particular type of revenue measure for the District of Columbia was that we did not have the benefit of full hearings upon it. Now that it is in the subcommittee of which the Senator from Oregon is chairman, I hope he will make it a prime order of business so that we may have the benefit of hearings and make some headway in that field.

I have one additional thought. I think in fairness it should be stated that the conferees on the House side, in respect to the problem of the impacted area bill, agreed with the conferees on the Senate side on two different occasions and took the amendment back to the House for a yea-and-nay vote. They were unsuccessful in obtaining the necessary majority, but in both instances the conferees themselves voted for the impacted area bill when a yea-and-nay vote was called for on the House side. I think they recognized that the program should apply in the District of Columbia. The impacted area program is a source that could well bring in approximately \$3½ million to \$4 million of additional funds to the District of Columbia, and I commend the Senator from Oregon for his efforts in that direction. I hope there will be an early hearing. I will join with him, to the best of my ability, in seeing that the bill moves along quickly.

Mr. SMITH of Massachusetts. Mr. President, will the Senator yield?

Mr. BIBLE. I am happy to yield to the distinguished Senator from Massachusetts, who is chairman of the Subcommittee on Fiscal Affairs.

Mr. SMITH of Massachusetts. With the permission of the Senator from Oregon, the junior Senator from Massachusetts would like to have his name added as a sponsor of the bill introduced, as he feels very strongly about the impacted areas bill for the District of Columbia. He feels that the boys and girls of the District of Columbia are entitled to the same privileges provided for every other impacted area in the United States.

Mr. MORSE. I am greatly honored to have the Senator from Massachusetts add his name as a cosponsor.

Senator MORSE. Mr. Lee, I wish to place in the record the comment I made at the meeting downtown in the Washington Post Building, setting forth my reasons for the support of this bill, which will constitute the statement that I wish to file in connection with the bill.

(The statement referred to follows:)

COMMENTS OF SENATOR WAYNE MORSE, DEMOCRAT, OF OREGON, AT MEETING OF GROUPS SEEKING TO EXTEND PUBLIC LAW 874 COVERAGE TO THE DISTRICT OF COLUMBIA, WASHINGTON POST BUILDING, MAY 15, 1962

Mr. Chairman, it is a source of deep gratification to me to talk with you this afternoon to discuss a problem of common interest to the residents of the District, and in a larger sense, a problem which affects all Americans in each of the States who are concerned to see that simple equity is maintained in our legislative process.

The organizations you represent on this issue are not special interest groups except that they share, when it comes to the education of our children, a common concern that the public interest is best served when our young boys and girls are given the opportunity to make the most, through education of high quality, of the God-given talents with which they were born.

Inclusion of the District under the terms of Public Law 874 is warranted upon the basis of equity. Washington is a great city with a high concentration of Federal employees and those who work on Federal property. In this, it shares the problems of the metropolitan counties which surround it. If Fairfax County school districts are entitled to \$246.94 for each child whose parents both live and work on Federal property and to \$123.47 for children whose parents either live or work on Federal property, then the District should be eligible for similar educational aid.

If Arlington County school districts because of children in the so-called A category receive \$265.98 each and for the so-called B children \$132.99 each, then every canon of equity would suggest that the District receive similar treatment.

The argument is raised by those who, for one reason or another, oppose the inclusion of the Capital of our Nation under this law that the District already receives a Federal payment and that thus no need exists for this further benefit. I do not share this viewpoint. I note that under other laws of general applicability, such as the matching payments under the welfare and relief titles of the Social Security Act, this point is not raised. Certainly the matching money contained in the highway program is not offset by the protean Federal payment on the basis that it is not needed since the Congress is providing separately for District highway needs. Furthermore, the Department of Health, Education, and Welfare, the agency administering the program, advised us, as I read into the Congressional Record last August 25:

"Public Law 874 requires there be deducted from gross entitlement computed for a school district any Federal payment made to the District with respect to Federal property and available for school purposes during that year. The Federal payment made to the District of Columbia each year is based on a number of considerations, but is not allocated to specific functions or purposes. A review of the legislative history of the annual Federal payment to the District of Columbia leads to the conclusion that any amount of this Federal payment that may be allocated to current operating expenses of schools, on any proportionate basis or otherwise, would not be deductible from the gross entitlement computed for the District of Columbia under terms of the act as currently in effect. Consequently, it appears that there would be no deduction from the estimated gross entitlements."

Senator Metcalf of Montana, who is a staunch friend of education in the Senate, as he was in the House of Representatives where he served for many years, provided me with testimony covering the point that Public Law 874 money is not in lieu of taxes, as the opponents assert, but rather is based upon the needs of students in affected school districts. He buttressed his case by letters and documents from school district authorities in his home State of Montana. I cite but one example, that of the school district adjacent to the Glasgow, Mont., Airbase. Senator Metcalf's data shows that if the "in lieu of taxes" argument were valid, then the Valley County, Mont., schools would be in a serious situation. The Public Law 874 payment is more than 1,400 times as great as the taxes previously paid on lands now a part of the airbase. The arguments he advances seem to me to be irrefutable.

Earlier, I referred to the per-pupil payments made to school districts in the surrounding counties. The aggregate totals of money advanced under Public Law 874 since its enactment 12 years ago are impressive. Prince Georges County, Md., has received \$13,318,917 while Fairfax County exclusive of Fort Belvoir's \$2,677,866, has received an additional \$21,061,353.

As you may know, the District government has made a survey which indicates that on a conservative estimate there were about 450 A children and 36,754 B children in the District schools last January 9. On the basis of an entitlement of about \$104 per child, the amounts accruing to the District for the current year, if it were under the Public Law 874 provisions would be about \$3,931,577 using this data.

In a sense the District has been shortchanged in its operation and maintenance money by between \$17 million and \$20 million in the past 5 years. Had this money been available for the operational costs of the school system, I have no hesitancy in saying, as I hope Dr. Hansen could confirm, that a better job from the standpoint of quality of education would have resulted.

This additional money for libraries, for more teachers, for a lighter class load, for the replacement of obsolete equipment would have been money well spent. It should be regarded, as all money expended for educational purposes should be regarded, as an investment.

The dividends which accrue from educational expenditure are real and they are beneficial to the student, the craftsmen, the businessmen, and the professional workers. In short they are directly beneficial to the community in all of its economic and cultural aspects.

Here we have but a local example of need to secure for our school system a type of financing enjoyed throughout the entire country by other school systems responsible for the education of about one-third of our public school enrollment. To correct this inequity there is a measure, S. 2830, which I had the honor to introduce on behalf of myself, Senator Alan Bible, chairman of the Senate District Committee, and Senator Ben Smith of Massachusetts, who is both a member of the District Committee and the Committee on Labor and Public Welfare. S. 2830 has been referred to the Senate Labor and Public Welfare Committee for hearings, which I trust can be scheduled at an early date. Three Representatives—Kearns, Multer, and Roosevelt—have introduced companion bills on the House side. These facts, plus the knowledge that the Senate has twice, in principle, approved this measure, the first time when it adopted S. 1021, and the second time when it was accepted as an amendment to the revenue bill, leads me to voice a cautious optimism for enactment of this needed legislation.

However, before success can crown the efforts of each of the organizations who are working for the bill, a great deal of congressional inertia must be overcome. The most persuasive argument for the bill, in the eyes of a great many Congressmen, will be for each of them to receive letters from their own constituents asking them to vote for the bill.

This audience here today is a most influential group. Through your access to your fellow workers and members throughout the country, you can bring to bear upon the Congress, and in particular upon the House of Representatives, an informed and enlightened public opinion in support of an equitable measure.

Since no money will be taken away from any other part of the country if this bill is enacted, I feel that you can persuade your colleagues to urge their Congressmen to support these measures on their merits.

Many of us feel, I am sure, that a more broadly based program of Federal aid to public elementary and secondary education is long overdue. I certainly share that view. This measure, however, can stand upon its own feet. It merits the support of all Americans who learn of it.

Senator MORSE. I would like to call first Dr. B. A. Lillywhite, Associate Director, Division of School Assistance in Federally Affected Areas, Office of Education. He is accompanied by Mr. Charles W. Radcliffe, Chief, Legislative Services Branch, Office of Education.

I appreciate your attendance. You may proceed in your own way.

**STATEMENT OF DR. B. A. LILLYWHITE, ASSOCIATE DIRECTOR,
DIVISION OF SCHOOL ASSISTANCE IN FEDERALLY AFFECTED
AREAS, OFFICE OF EDUCATION, ACCOMPANIED BY CHARLES W.
RADCLIFFE, CHIEF, LEGISLATIVE SERVICES BRANCH, OFFICE
OF EDUCATION**

Dr. LILLYWHITE. Mr. Chairman, my name is B. A. Lillywhite. I am Associate Director of the Division of School Assistance to Federally Affected Areas in the Office of Education. I appear here this morning representing the Commissioner of the Office of Education.

I have handed to Mr. Lee, the staff member of the subcommittee, a letter in response to your request for a report on S. 2830.

Senator MORSE. The letter will be incorporated in the record at this point.

(The letter referred to follows:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
Washington, June 1, 1962.

HON. LISTER HILL,
*Chairman, Committee on Labor and Public Welfare, U.S. Senate, Washington,
D.C.*

DEAR MR. CHAIRMAN: This letter is in response to your request of February 12, 1962, for a report on S. 2830, a bill to amend the act providing financial assistance for local educational agencies in areas affected by Federal activities in order to provide assistance under the provisions of such act to the District of Columbia.

This bill would amend section 9(8) of Public Law 874, 81st Congress, as amended (20 U.S.C. 244 (8)), by inserting "the District of Columbia" after "Guam", thus making the provisions of the act applicable to the District of Columbia.

Federal payments under Public Law 874 (which authorizes payments to school districts for current operating expenses of public schools) are designed to compensate school districts for losses in revenue due to the existence in the vicinity of tax-exempt, federally owned property. The payments are made on account of children attending the public schools who live with a parent who lives or works on such tax-exempt property. In the case of the District of Columbia approximately 42 percent of the property is owned by the Federal Government, and between 30 and 40 percent of the children attending the public schools of the District would be counted for the purposes of payments under the proposed amendment. The payment for public schools to the District for fiscal 1963, if this bill were enacted, would range from \$3.6 million to \$5 million.

Although the matter has been considered on several occasions, the Congress has never included the District of Columbia in the provisions of this act, presumably on the theory that the District's revenue losses due to the tax immunity of federally owned property in the District are compensated for through the special appropriation made each year to the general fund of the District under the authority of sections 47-2501 a and b of the District of Columbia Code, 1961 edition. However, the facts and criteria used in determining the amount of this special annual payment have not been such as to support this theory. No good reason appears why the school revenue losses of the District should not be compensated for under Public Law 874 as they are in the case of school districts in all the States and in Puerto Rico, the Virgin Islands, Wake Island, and Guam.

We therefore recommend the enactment of S. 2830.

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

ABRAHAM RIBICOFF, *Secretary*

Dr. LILLYWHITE. I will just briefly summarize the contents of that.

The letter recounts the fact that Public Law 874 is designed to compensate those school districts for the losses in revenue due to the existence in the nearby vicinity of large amounts of tax-exempt Federal property. The payments are made on the basis of the number of children in the public schools who live on or whose parents are employed on this nontaxable Federal property.

In the case of the District of Columbia, about 42 percent of the property is owned by the Federal Government. Between 30 and 40 percent of the children attending the District public schools are federally connected primarily because their parents are employed on nontaxable Federal property.

Although this matter has been considered a number of times, the matter including the District in this bill, for one reason or another, as you stated in your opening remarks, it has not been so included.

The Department's letter, will be in the record, concludes with the statement that—

no good reason appears why the school revenue losses of the District should not be compensated for under Public Law 874, as they are in the case of school districts in all of the States, and in Puerto Rico, the Virgin Islands, Wake Island, and Guam. The Department therefore recommends the enactment of S. 2830.

And the concluding sentence is:

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Mr. Chairman, that is the official statement.

I will be available to answer factual questions that the committee may wish to put, and Mr. Radcliffe also is here for any help he can give you.

Senator MORSE. I want to thank you very much, Dr. Lillywhite. Do you have any statement, Mr. Radcliffe?

Mr. RADCLIFFE. No, Mr. Chairman, I have no statement.

Senator MORSE. My instructions are that the counsel of the subcommittee will work with both of you gentlemen in gathering from you any additional data we may need in connection with our consideration of this bill. I have no questions to ask you at this time.

Dr. LILLYWHITE. Yes. I think we are fortunate in having had the survey made by the District of Columbia of the number of federally connected children and therefore we have a reasonably good idea of the amount of money that would be involved should the District be included.

Senator MORSE. That material will be made a part of the record.

Mr. Lee, I would like to have you prepare for the subcommittee a memorandum which will show the Public Law 874 money that the Federal Government pays to the States, to Puerto Rico, to Guam and the Virgin Islands in lieu of taxes, because of large holdings of Federal property in the given areas.¹

One of the problems which will confront us is that some people will, for some reason, think the District is different. What we are really confronted with in Washington is that there are extensive Federal holdings in this area. The taxpayers of the District of Columbia, in

¹ The memorandum referred to may be found on p. 85.

my judgment, are entitled to the equality of treatment which we give to other areas of the country where the Federal Government makes substantial payments in lieu of taxes.

The only thing one can possibly say on a comparative basis is that the payment—which the Federal Government makes to the District of Columbia, under its duty in connection with its constitutional power to administer the District of Columbia, until such a time as the citizens of the District are given the same rights as other citizens in this country to govern themselves—is no substitute for other payments in lieu of taxes which bear particularly upon the school problem. That point is going to have to be made crystal clear in the committee report and in the debate in both Houses of Congress.

I would have the witnesses keep this in mind as they testify this morning. Undoubtedly we are going to have presented to us what I consider to be a very fallacious argument. Some will allege "But, Mr. Senator, the Congress appropriates X millions of dollars to the District of Columbia." To them I would point out these millions of dollars to the District of Columbia are an appropriation—an inadequate one, by the way—which the Congress has a clear obligation to make in operating the general affairs of the District of Columbia because of the great Federal domination, may I say, of the Federal activities in the District of Columbia. It in no way justifies the conclusion that therefore the taxpayers of the District of Columbia should be denied an equality of treatment with respect to this school aid under specific legislation put on the books to help federally impacted areas to support their schools.

As a Congress, we just have not given the taxpayers of the District the equality of treatment which we give to taxpayers in other areas of the country where there are other huge Federal holdings.

We have some States, for example, in which better than 50 percent of the land of the State is owned by the Federal Government; the basic Public Law 874 legislation was designed to provide some relief to the school districts of those sections of the country.

All I am seeking to do, as chairman of this subcommittee, is to place the taxpayers of the District of Columbia upon a basis of equality as a matter of right.

Now, I would be less than honest if I didn't also point out that since I have been here for 18 years, I have learned something about the operation of political processes. This bill offers a very sound and, I suggest, quite acceptable way for the Members of Congress, who have not been particularly anxious to increase the flat payment to the District of Columbia, to do justice to the schoolchildren of the District of Columbia over and above their inadequate flat payment for general Government activities in the District of Columbia.

Such an opportunity to correct a wrong by way of new procedural avenues sometimes becomes very important in the legislative process. And I hope that the Congress will take advantage of the opportunity presented by S. 2830 to do justice.

DR. LILLYWHITE. The estimated amount that the District would receive in 1963 would range between \$3,600,000 and \$5 million, depending on the actual number of these children enrolled next year and the actual cost per child in 1961 fiscal year—that would be the basis of determining the payment.

Senator MORSE. While we are engaging in colloquy, I think it is helpful to note for the record as an introduction to this hearing that we have present the very able school superintendent, Dr. Hansen. I don't think we, in the District, appreciate how lucky we are to have his educational leadership available to us. We all have read from time to time statements from him calling to our attention the need for additional physical plant construction of our school facilities here. There is no question about the fact that we simply cannot justify our failure to go ahead with a needed building program.

I was approached by counsel for the Committee on the District of Columbia yesterday on my position about the possibility of supporting a loan program for the District of Columbia for school construction.

I said as far as the need is concerned of course I could support such a loan program. I hasten to add that I don't know just what the details are or what the proposal is as yet. But we cannot justify continuing to deny to the schoolchildren of the District of Columbia the reasonably adequate facilities which they ought to have. They don't have them at the present time. There are some facilities which ought to be torn down and rebuilt. It is necessary from the standpoint not only of teaching, but also from the standpoint of the safety of these children.

Counsel has suggested that I ought to stress in these preliminary remarks the fact that Public Law 874 provides funds for the operation and maintenance of schools, including libraries, teachers salaries, and equipment. Of course that is true, as the Senator from Texas who has honored us by joining us knows. These have been the uses to which the money derived from the operation of Public Law 874 all over this country has been put. Public Law 874 in effect provides generally for the operational costs of our schools throughout the country which are located in the impacted areas. It is money which is sorely needed. And of course it makes it possible for the local school administrators who know best, to determine in what manner the funds can best be spent, in accordance with their needs.

I cannot stress that point too strongly. What is needed here in the District of Columbia, in my judgment, is what the \$3 to \$5 million that this bill, if passed, would provide. Passage of this legislation would make it possible for the superintendent of schools and his associates to spend additional money in accordance with the operation and maintenance needs of the school system, including teachers' salary and equipment needs.

That is all I wish to say to you at this time. Thank you for your testimony, and thank you for the further assistance that I know you will give to the committee.

Dr. LILLYWHITE. Mr. Chairman, we will remain available during the hearing in case there are further questions arise.

Senator MORSE. Did you want to ask a question?

Senator YARBOROUGH. No, thank you, Mr. Chairman.

Senator MORSE. I am always glad to welcome the Honorable John B. Duncan, Commissioner of the District of Columbia.

**STATEMENT OF HON. JOHN B. DUNCAN, COMMISSIONER OF THE
DISTRICT OF COLUMBIA**

Mr. DUNCAN. Mr. Chairman, my name is John B. Duncan, Commissioner of the District of Columbia, and I have with me Mr. Schuyler Lowe, Director, Office of the Department of General Administration, and Mr. C. Belden White, assistant corporation counsel, who, if the committee should so desire, will be prepared to testify on certain details of our proposal.

I have with me also the official statement of the Board of Commissioners which I am prepared to submit to the record.

Senator MORSE. It will be included in the record at this point.

It is the letter of June 11, 1962, addressed to Senator Hill, chairman of the committee.

(The document referred to follows:)

JUNE 11, 1962.

HON. LISTER HILL,
*Chairman, Committee on Labor and Public Works,
U.S. Senate, Washington, D.C.*

MY DEAR SENATOR HILL: The Commissioners of the District of Columbia have for report S. 2830, 87th Congress, a bill "To amend the act providing financial assistance for local educational agencies in areas affected by Federal activities in order to provide assistance under the provisions of such act to the District of Columbia."

The purpose of the proposed bill is to include the District of Columbia within the law granting aid to schools located within federally impacted areas.

Recently, a sample survey of District of Columbia schoolchildren was conducted in order to have a reasonably reliable estimate of the number of pupils who would be eligible under Public Law 874, 81st Congress, approved September 30, 1950 (20 U.S.C. 244(a)), if such act were amended to cover the District of Columbia. The results of the survey indicated that about 30 percent of all District of Columbia public school children would be classified as federally connected children within the purview of such act. Applying the survey results and method of computing Federal entitlement, the estimated grant to the District of Columbia would be in the neighborhood of \$3.6 million for 1962. This estimate would increase to \$4 million for 1963 because of an anticipated increase in enrollment.

In general, Federal support for categories such as education is a less desirable approach than is a general Federal payment designed to take into consideration the various District of Columbia-Federal relationships. However, there is a vital need for the provision of additional funds for the District of Columbia. This need is particularly great in the school system: Buildings are overcrowded and many are obsolete and in poor condition; many texts are out of date; pupil-teacher ratios are too high. In the amended 1963 budget operating and capital outlay estimates for education totaled nearly \$66 million, and funds are exceedingly difficult to raise to finance this requirement. Extension of impacted area aid as proposed in S. 2830 would provide a useful temporary supplement to the current lump sum Federal payment to the District during the transition to the enactment of legislation—such as the administration's home rule bill—embodying a formula basis for determining the Federal payment.

The Superintendent of Schools for the District of Columbia and the Commissioners of the District of Columbia are in full accord with the purpose of S. 2830.

Therefore, the Commissioners of the District of Columbia recommend enactment of S. 2830.

The Commissioners have been advised by the Bureau of the Budget that, from the standpoint of the administration's program there is no objection to the submission of this report to the Congress.

Very sincerely yours,

WALTER N. TOBRINER,
*President, Board of Commissioners,
District of Columbia.*

Mr. DUNCAN. I would like to say recently a sample survey of District of Columbia children was conducted in order to have a reasonably reliable estimate of the number of pupils who will be eligible under Public Law 874 if such act were amended to cover the District of Columbia. The results of the survey carried on indicated that about 30 percent of all District of Columbia public school children would be classified as federally connected children within the purview of the act. Applying the survey results and method of computing Federal entitlement, the estimated grant to the District of Columbia would be in the neighborhood of \$3,600,000 for 1962. This estimate would increase to approximately \$4 million for 1963, because of an anticipated increase in enrollment.

In general, I might add that Federal support for categories such as education is a less desirable approach than is a general Federal payment designed to take into consideration the various District of Columbia Federal relationships.

However, there is a vital need for the provision of additional funds for the District. This need is particularly great in the school system. Buildings are overcrowded and many are obsolete and in poor condition. Many texts are out of date. Pupil-teacher ratios are too high. In the amended 1963 budget, operating and capital outlay estimates for education totalled nearly \$66 million, and funds are exceedingly difficult to raise to finance this requirement.

Extension of impacted area aid as proposed in the bill would provide a useful temporary supplement to the current lump sum Federal payment to the District during the transition to the enactment of legislation, such as the administration's home rule bill, embodying a formula basis for determining the Federal payment.

The superintendent of schools for the District of Columbia and the Commissioners of the District are in full accord with the purposes of S. 2830. Therefore, the District Commissioners recommend enactment of that bill.

We have been advised by the Bureau of the Budget that from the standpoint of the administration's program, there is no objection to the submission of this report to the Congress.

It is also my understanding, Mr. Chairman, that Mr. Wesley Williams, President of the Board of Education, and Dr. Carl Hansen, Superintendent of Schools, are also here, and I am sure they will provide the committee with additional and detailed information concerning this bill.

Senator MORSE. Mr. Commissioner, I thank you very much for that statement; I have no questions.

Mr. DUNCAN. Thank you, sir.

Senator MORSE. I might say, gentlemen, in order to emphasize the need, I have a little suggestion to make. I suggest that we have a moratorium on construction of all monuments, that we have a moratorium on the expenditure of any sum for any purpose which we can dispense with for the time being, and that instead we build a great living memorial to this Republic in the form of passage of this bill so that little boys and girls in the Capital City can have a better chance for an adequate education.

It is very easy to speculate upon what some great leader's position might be if he were back on earth with us. My personal opinion is

that the greatest memorial we could build to Franklin Delano Roosevelt would be an adequate school system in the District of Columbia designed for the benefit of the children that we all know and love. Not being an artist, nor a critic of art, I feel such a school system would be a better memorial to the memory of this great President than a lot of dead, concrete slabs.

I only say this for the obvious purpose of seeking to attract attention to a great need. We need living memorials in this city more than we need memorials of concrete and stone. We need living memorials in the form of building better lives for our children so that they can be better citizens, than we do in the shape of the results of some of the expenditures we have made. We have devoted time and money to what could be called the desire for fringe benefits. So far as the Senator from Oregon is concerned he is going to press for the kind of expenditure found in S. 2830 and oppose the other types of fringe benefit expenditure until the District gets the necessary money to build the kind of living education memorial to which I have just alluded.

The Senator from Texas?

Senator YARBOROUGH. I was curious whether the distinguished chairman was opposed to all kinds of monuments, or just the Stonehenge type. But I was enlightened before he finished to learn that he was not opposed to living memorials, but seemed to be opposed only to the Stonehenge type of memorial. I certainly agree with the Senator from Oregon.

Senator MORSE. Thank you, gentlemen, very much.

Our next witness will be Mr. Wesley Williams, president of the District of Columbia Board of Education.

Dr. Hansen, would you wish to come to the witness stand with Mr. Williams?

Proceed in your own way, Mr. Williams. We are always happy to have you with us.

STATEMENT OF WESLEY S. WILLIAMS, PRESIDENT, DISTRICT OF COLUMBIA BOARD OF EDUCATION, ACCOMPANIED BY DR. CARL HANSEN, SUPERINTENDENT OF SCHOOLS, DISTRICT OF COLUMBIA

Mr. WILLIAMS. Thank you Senator.

I am Wesley S. Williams, president of the Board of Education. I am speaking in behalf of the Board of Education and the numerous citizens who appeared at our public meeting last night to protest the giving of affairs and social activities to raise moneys to help to provide for some of the needs that should properly come from the coffers of the District of Columbia in our public schools.

I am reminded of the fact that some organizations have contributed over \$400,000 over the past year in order to help us to meet some of our bare needs.

The District of Columbia public schools should be included in the program to provide financial aid in areas affected by Federal activities. The major business of the District is Federal business. About 30 percent of the children attending public schools have parents or guardians employed in the Federal Government. The amount of aid to which the District schools would be entitled in the fiscal year 1963 would be approximately \$4 million, as has been previously stated.

The fact that the local government receives an annual contribution from the Federal Government is not a justifiable reason for excluding the schools from participation in the aid program. The injustice of the exclusion of the District schools in the original legislation should be corrected at the earliest possible moment.

The District schools are confronted with a financial crisis that calls for every possible help available. For construction of new schools alone more than \$120 million will be needed through the next 6 years. This is a rate of expenditure about three times the annual appropriation for capital outlay. This building program does practically nothing to replace or modernize old and obsolete buildings.

In salaries, the District teachers ought to be paid the rates that will involve an annual increase of more than \$7 million in appropriations. These two critical needs, not by any means the total required to put the District schools on sound footing, show how urgent it is to include the schools in the provisions for aid to federally impacted areas. The board of education urgently requests favorable action on S. 2830 as a step in the direction of meeting school needs.

I thank you for this opportunity, sir.

Senator MORSE. Mr. Williams, do I understand you attended some meeting last night of the citizens groups in which there was a protest—is that the word you used—a protest of raising funds to supplement the school budget in the District?

Mr. WILLIAMS. That is true. That is our annual public meeting, held last night at the Burdick School from 7:30 to approximately 11 o'clock.

Senator MORSE. I suppose my assumption would be correct that what these parents are objecting to is the development of a pattern in the District that when some particular need exists in some school, there is a tendency to look to the parents to go out to raise additional money by a voluntary taxation program of their own. That is what it amounts to, does it not?

Mr. WILLIAMS. That is correct, sir.

Senator MORSE. Of course, in fairness to them, I am sure the parents are perfectly willing to do those things parents always do, or are expected to do, in connection with parent-teachers associations and similar organizations, to assist the school administrators in a given school in accomplishing those extra things that are sometimes needed for the school. But this protest goes to a pattern of coming to expect the parents to raise a rather substantial amount of support money for the school system because the money provided under the allotment plan of Congress proved to be just too inadequate.

Is that a fair statement?

Mr. WILLIAMS. That is correct, sir.

Senator MORSE. I remember I was once president of the parent-teachers association of the Alice Deal Junior High School for 2 years. I never was quite sure as to the reason for my second election to that position, unless it was I proved to be a rather successful auctioneer during the first term, for I auctioned off more pies and cookies and candy and cakes, white elephant items at white elephant sales, than I ever thought could be cooked by the mothers of the parent-teachers association.

We at Alice Deal in those auctions bought all the draperies for the auditorium, including the stage. We also furnished a kitchen. It was quite a lesson for me.

I wasn't aware at that time that when a cafeteria was placed in a District school, there wasn't money provided to buy the tables, the counters, and the kitchen equipment. Such money has to be raised by the parents. We raised most of that money through the cookie, pie, cake, and candy auctions I just mentioned.

I suppose the problem we found is reflected somewhat in your meeting last night—although I take it for granted with regard to raising the money for some special need for a school—maybe it is a piano, or a television set, or the scenery for the stage—there is no indication from such a meeting that the parents don't want to continue to do those things as parents do in every school in America. This record should show that this protest meeting did revolve around the objection that they feel that the parents of the District of Columbia are simply being asked to raise too much money over and above their regular tax money, for purposes which are basic support to the school system. Is that a fair statement?

Mr. WILLIAMS. That is true, sir.

Senator MORSE. Thank you very much. Senator Yarborough.

Senator YARBOROUGH. Mr. Chairman, we had these auctions at my school. I was a schoolteacher when I was 17 years old. We had the first through the eighth grade in one room. The youngest student was 6 and the oldest was 25. But we were not up to the standard of cafeterias. We were after more primitive needs in the school district. There was a new building in the middle of the cotton patch. They had such auctions in churches nearby but not in the schools. We brought it over into the school system. And except for those cake and pie auctions I don't know where our supplies would have come from the first year I taught.

I think progress in education in this country in the past 40 years in the rural areas has been the most remarkable of all the progress. And I think considering all we know about education now that we didn't know then—it is a travesty on education here. Over 40 years later, that out of the 38 million pupils in public schools in America, 10 million are in schools without a single book in their library. I notice one need—in this fine opening statement you had about library needs you stated among others.

Isn't it true, Mr. Hansen, there is some kind of library in each of the schools of Washington?

Mr. HANSEN. Yes, sir; in most cases in the elementary schools—operated by parents, and the contributions of books made by parents.

Senator YARBOROUGH. Are some of these libraries wholly composed of books contributed by the parents?

Mr. HANSEN. All of the elementary libraries, the books are contributed by parents or raised by book sales, and so on.

Senator YARBOROUGH. And have not been purchased with any school moneys.

Mr. HANSEN. That is correct.

Senator YARBOROUGH. I am astonished that the need is that great. I am all the stronger for this bill that has been introduced by the distinguished Senator from the State of Oregon.

Senator MORSE. Thank you very much, Mr. Williams.

Dr. Hansen, we are always glad to have you testify before us. We are particularly anxious to hear your analysis of the need in relation to this bill.

Mr. HANSEN. Mr. Chairman, I would like to begin by expressing appreciation for the interest and persistence on the part of this committee and by you specifically in respect to this legislation and other matters reflecting improvement of services to children.

Without the support of our dedicated servants in the Senate and in the House, our schoolchildren would be orphans indeed. And so we are appreciative.

In preparation for this testimony, I have made a kind of digest or summarization of two basic justifications for inclusion of the District of Columbia schools in aid programs. With your permission, I should like to touch upon each briefly.

Senator MORSE. You may proceed.

Mr. HANSEN. The first has to do with equity. This point has been mentioned heretofore. But I should like to discuss the fact that it appears that in the case of this kind of aid, the District is the only school system in the country that might otherwise be eligible that is excluded. This seems ironic for the reason that we do share in other Federal aid benefits. For example, the George-Barden vocational program, the National Defense Education Act, and the national school lunch programs included the District of Columbia. It is well known, of course, that we receive assistance in the construction of highways and in welfare programs in Federal allocations. It therefore seems rather inconsistent and very difficult to explain why, because the District does receive a Federal contribution, this should be the reason for the exclusion of the schools in participation in the aid to federally affected areas.

Senator MORSE. Let me interrupt at that point, only to reinforce your statement.

In the analysis I asked to have put in the record earlier, which is in the form of a speech that I made downtown some weeks ago on this subject matter, I dwelt at some length on this matter of highway and welfare programs.

No question is ever raised as to whether or not the District of Columbia should be assisted over and above its Federal payment in connection with those programs, or in connection with the other programs that you mentioned in your testimony. It seems to me that what has happened is that the possibility of help under the impacted area legislation has just been overlooked. Not only from the standpoint of consistency and equity as you point out here, but also from the standpoint, in my judgment, of legal right, the District of Columbia ought to be granted comparable funds to those granted other jurisdictions which receive Federal assistance. This line of argument is the basic justification of the bill.

I think your statement on the equity situation is just unanswerable.

Mr. HANSEN. Thank you. Then the situation of need is outlined in my report. I should like to take just a minute to stress the highlights.

The cost of construction for needed facilities through 1969 is estimated conservatively at \$120 million. As has been said by Mr. Wil-

liams, this is at a rate of expenditure of about three times the amount which has been appropriated in recent years. The table includes reference to a summary of the amount of capital outlay appropriated since 1953 in relation to the amount requested by the Board of Education. A quick glance at the columns will indicate how far short appropriations have been over this period of years.

On the average, the Board of Education has asked for something more than \$12 million in funds for construction since 1953. The Congress has appropriated \$6,500,000—which means actually only about 50 percent on the average has been allocated. And thus we are confronted with an increased amount of funds necessary against a history of very inadequate appropriations. And the conclusion is that unless very unusual and heroic measures are taken to meet this particular need, we will fall farther and farther behind, with adverse effects upon the children.

Also the operating costs expect to increase through 1969, based upon the current level of services—and this doesn't include any improvement in library facilities, for example, either—we expect we will need almost \$16 million more per year in 1969 than we are spending now. This is to take care of the increased amount of enrollment, not to improve the quality of services.

Teachers' salaries should account for an additional expenditure of over \$7 million. We are desperately in need of a salary range in the District of Columbia. I am sure the only reason the bill has not been presented to the Congress by the Commissioners is that there is not the money in sight to pay for it. But if we are going to do the kind of education that our responsibilities call for, we have to be able to attract the very best talent into the teaching profession in the District of Columbia. And we cannot do that with our present salary ranges.

So we should look forward to an increase in the annual cost of school operations of something like \$7 million annually, to account for increases in teachers' salaries.

So in addition to the money needed for construction of new facilities, we would expect an annual increase in operating costs of almost \$23 million by 1969.

I am submitting this, Mr. Chairman, and members of the committee, as testimony in behalf of an increased amount of fiscal support for the school system. We believe that the bill under consideration will give admirable assistance to this program. It will not solve all the problems.

For improved services in fiscal 1969, and even in a limited way, we have something in the magnitude here of the need for increasing the services to children and beyond the minimum scope of the operation on the school system today. If we are to establish a counselor program of very modest ratios, ratios actually higher than those generally recommended, we look forward to an expenditure by 1969 of an additional \$1,600,000.

We need to increase the amount of service in the junior and vocational high school administrative organizations, which would account for another \$197,000 per year by 1969.

In connection with the library expansion, which is one of the areas of greatest need in our school system, the total cost of even a minimum service in the first phase of a 10- to 12-year program would amount

to \$1,032,000, not including money for books. This is only to provide the personnel and the library service. I would like the record to very clearly show that what we are talking about here does not include additional amounts needed for supplies, textbooks, and library books, reduction of class sizes to board of education ratios; special teachers for music and art; school social workers; psychologists; elementary cafeteria services—another area in which we are often at a loss to justify our absence of a program—and the staffing of the central administrative offices.

We have also included in our general summary of needs additional clerical service amounting to almost \$400,000.

Put together the two main packages having to do with operational cost increases, we find that to improve services, not listing all of our needs, we will need a total of almost—more than \$3 $\frac{1}{4}$ million to provide for the increased costs resulting from increased enrollments—almost \$23 million—a total of \$26,000,213 for increased operating costs by 1969.

Tie this in with the need for \$120 million worth of construction—the chairman will see the critical edge which the school system has come to. We are at the point of a crisis. Every possible means available to the Congress and to the Commissioners should be sought in order to maintain the kind of education in the District of Columbia which the Commission's capital and the Nation's itself may be reasonably proud.

Senator MORSE. Thank you very much for this testimony.

I have some written questions which I may submit to you in a letter, and you may file your answers for the record.

Mr. HANSEN. Thank you, Mr. Chairman.

Senator MORSE. Senator Yarborough.

Senator YARBOROUGH. I would like to ask Superintendent Hansen a question here.

Regarding the buildings that you have listed on the last page of your statement, how many schools does that represent rather than buildings? How many elementary schools, junior high schools, and high schools do you have in the District?

Mr. HANSEN. We have a total of 187 buildings in use for school purposes now.

Senator YARBOROUGH. Do you have multiple buildings at a school site? How many elementary schools do you have, as distinguished from buildings, in the District?

Mr. HANSEN. We have 131.

Senator YARBOROUGH. 131 schools. how many are junior high schools?

Mr. HANSEN. Twenty-three.

Senator YARBOROUGH. And how many senior high schools?

Mr. HANSEN. Eleven.

Senator YARBOROUGH. Now, did I understand you correctly, that at those elementary schools there has been no money for the purchase of libraries? Is it correct that the libraries for these elementary schools are wholly donations from people or from money that the parents have raised through sales?

Mr. HANSEN. That is correct.

Senator YARBOROUGH. Volunteer sales. Pie suppers or something like that?

Mr. HANSEN. That is correct, Senator Yarborough. The only actual contribution to the library service at the elementary level has been the construction of the library itself. In recent years, I believe in the last 10 years, at least, the plans for new elementary schools have included a library and equipment. So that at least this step has been taken for the new construction.

Senator YARBOROUGH. But there have been no books for these libraries purchased with public support or tax money.

Mr. HANSEN. No books.

Senator YARBOROUGH. What about the 23 junior high schools?

Mr. HANSEN. A very limited amount of money allocated per capita for purchase of library books for the junior high schools.

Senator YARBOROUGH. Is the senior high school situation better? Do you have appropriate moneys there for libraries?

Mr. HANSEN. Somewhat better. The amount I am hesitant to mention. I think there is a magnitude of 75 cents per pupil annually for the purchase of library books. The fact is that that is such a meager amount that it has been almost impossible even for the senior libraries to build up an adequate library.

Senator YARBOROUGH. Out of that 75 cents per annum for pupils in the senior high schools, do you buy the periodicals out of that?

Mr. HANSEN. The periodicals, the reference books.

Senator YARBOROUGH. I assume in your science classes you buy certain scientific periodicals, even for high school science.

Mr. HANSEN. That is from the library funds, and the books and magazines are kept in the library.

Senator YARBOROUGH. All of that has to come out of this 75 cents.

Mr. HANSEN. That is right.

Senator YARBOROUGH. What is the allowance per capita per annum in the junior high schools, including the reference text, encyclopedias, and everything else.

Mr. HANSEN. I am thinking of 56 cents per capita—56 cents per capita.

Senator YARBOROUGH. And you have no allowance per capita for the elementary schools for the purchase of encyclopedias or dictionaries, or any other reference material for the children in the elementary schools? Are all those purchased from volunteer gifts of the parents?

Mr. HANSEN. In the main. Although it is possible, of course, for the elementary principal to buy reference books from the textbook allocation. There is an amount, you see, allocated for the purchase of textbooks and supplies for the elementary schools. In some cases where the principal can see her way clear to do so, she buys a limited number of reference books from that fund.

Senator YARBOROUGH. If she does that, does the principal then have to use the old textbooks after they are worn out?

Mr. HANSEN. This increases the problem.

Senator YARBOROUGH. It is just a question of robbing Peter to pay Paul.

Mr. HANSEN. That is right.

Senator YARBOROUGH. And that modest budget you set out on page 3 of your statement is just for one library for each school of 500 or larger and so forth—these are for librarians, and 1 day of clerical

service for each librarian per week. That is a modest budget. That is the only thing included in there.

Mr. HANSEN. Yes, sir; it is a very modest and conservative approach to the problem. It represents what we would consider to be the first phase of a library extension program.

Senator YARBOROUGH. Mr. Chairman, I think this testimony supports the need, not merely for legislation that the chairman of this subcommittee has introduced and is pending, but also the library legislation that we have pending before this committee. It shows a great need for both pieces of legislation.

Senator MORSE. The Senator is right. As most in the room know, the Senator from Texas has really been the spearhead of the drive for the passage of library legislation.

I will only make this additional comment on the colloquy that has just occurred between the Senator from Texas and the Superintendent of Schools.

Every educator in this room knows that the reading habits that we develop in boys and girls through the elementary school period of their lives has an effect on their future intellectual activities which must not be ignored.

I would only testify that the student who has had—the boy or girl who has had developed in him or her a love for books, a love for reading and an interest in the thrilling experience of spending hours in the world of literature, is a far superior student in high school and college to the student who has not had that love for books developed. In fact, such an intellectual habit can be a substitute for a good many IQ points.

Let us take the case of a boy or girl with an innate higher IQ who hasn't developed a love for books. It doesn't follow that just because the child is intelligent, he will instinctively develop a love for books. That just is not true.

The training that the boy or girl gets through the development of reading habits has a great effect upon his progress later on in school. I used to be able to tell, without asking questions, just from listening to them recite, and from listening to their conversations such students. I could pick out those students in my classes who had had instilled in them in their very early years the love for reading, because they were better informed, better educated, and more mentally alert than the students who had not had this training.

In the field of education it is dangerous to say or, rather, it is unsound to say, that one criterion is more important than another criterion, because so many of them are so much on equal footing. But one can say this: If a teacher fails to develop intellectual habits in the student, he has failed to develop a well-rounded educated person. The time to develop the reading habit is in the early years. Oh, some of the boys and girls will develop it later, but they are the exceptions. Mental habits which are instilled in these boys and girls before they come to high school determine in no small measure their whole educational behavior thereafter.

I agree with the Senator from Texas. There are elementary schools in the District which have libraries—but they don't amount to much. If the libraries lack materials they are not balanced libraries.

Don't tell me the answer to the problem is solely a parental responsibility answer. Don't tell me that after all, parents have a responsibility and they ought to develop this love for books in the home. It is a fine theory. But the fact is that there are many, many homes in which there is no love for books, or there is not a means, economic means to develop a love for books despite the fact that they contain students, boys and girls of good innate intelligence.

We must look to our schools in such cases to do the major job in the development of good reading habits.

It is in my judgment, Dr. Hansen, that you and the Senator from Texas have both made a very worthwhile contribution to this record. It was made not only in connection with this bill, but in connection with pointing up a great educational need in the District. I am very glad you had this colloquy.

Thank you very much.

Senator RANDOLPH. I wish to comment, Mr. Chairman.

I was unable to listen to the testimony, but I have checked the statement since coming to the hearing.

During the period when I was chairman of the House District Committee in the early forties, in fact, beginning in 1939 and covering 7 years. I had an intense interest in the subject matter which is being discussed today. Dr. Hansen, when was it you came with the school system of the District of Columbia?

Mr. HANSEN. I came in in 1947, and by present job in 1958.

Senator RANDOLPH. And you followed Dr. Ballou.

Mr. HANSEN. Dr. Corning.

Senator RANDOLPH. Yes, it was Dr. Ballou who was before Dr. Corning.

I ask you for the record—did you find that Dr. Ballou and Dr. Corning were active in developing a well-rounded program of excellence within the educational system in the District of Columbia?

Mr. HANSEN. I could only judge from the record of Dr. Ballou, and certainly from everything I saw and heard about his philosophy, the answer would be yes. And I knew specifically that was Dr. Corning's objective.

Senator RANDOLPH. There is a reason for the question. We have had these school superintendents, Ballou, Corning, and now Hansen. And we are here again discussing this problem. And I wonder where there has been a deficiency along the way. Has educational leadership been lacking, or has the Congress been at default?

Mr. HANSEN. This question requires careful consideration.

I think that one of the problems in the District school system has been keeping the bread and butter on the table—that is, taking care of the basic needs, getting the children into the schools full time. The need for additional teachers to keep the class sizes at a reasonable level. And I am sure from the history, as I read it, and as I have seen it develop since 1947, that there has never been a time when the schools were given anything like the kind of fiscal support they needed to do their job.

And the result is not the responsibility particularly of the Commissioners or the Congress. There are many things that conspired to develop this situation. And so it has appeared to me that the school system has operated on a crisis level almost continuously. We are con-

stantly confronted with part-time instruction—even in the very early days—overcrowded conditions. So that the one big problem has been the lack of money to establish even a moderate kind of educational program at any particular time. And then to go on from that particular base at a regular or smooth base of expansion and improvement.

We talk about the needs for the next 6 years—\$120 million. Well, history is clear that unless something dramatic is done, the school system is not only not going to be able to expand its services, but it will deteriorate in the quality of its services over this period of time. So I would say it is money, the lack of support, that causes us our problem.

Senator RANDOLPH. Mr. Chairman, I have no desire to labor this point. I felt that it might be helpful for the record to reflect what has happened during the year. And I think that Dr. Hansen has been forthright in his comment. I feel he has been very candid in this expression. And I listened, Mr. Chairman, with considerable approval to your comments on what makes a good student. I am very happy to have the privilege at this point—not to add anything by way of colloquy, but to draw out from Dr. Hansen what he has said. I judge by and large it is a true statement of the situation within the District of Columbia. And I think that, in the past, apparently there has been a failure at many levels—administrative and legislative and executive—to recognize our responsibility. We must have a turn around, as it were, and come face to face with these facts, and if possible make an all-out frontal attack on these deteriorating factors we know have been prevalent here in the District of Columbia school system.

Senator MORSE. I want to say to the Senator from West Virginia that the response to that very penetrating question he asked Dr. Hansen only bears out the remarkable ability of the Senator from West Virginia to go to the heart of an issue. His question went to the heart of the issue. We chuckled a bit here only because of the position Dr. Hansen found himself in answering his question. I thought his answer was a masterpiece of diplomacy and to save time, he gave the Senator from West Virginia the information we need.

But if the distinguished Senator from West Virginia had the opportunity of hearing the testimony of Superintendent Hansen, in which he presented the financial need of the District with respect to the schools from now to 1969, he would conclude, as the chairman concluded, that we in the Congress have a great responsibility of seeing to it that the financial means are provided the District so it can provide the children, in turn, with an adequate education.

Dr. Hansen is not asking for any frills. I have never known him to ask for anything which couldn't be characterized as absolute essentials in a modern education system. His statistical material this morning is based on such needs. I am very glad that the Senator asked the very penetrating question that he asked.

Senator RANDOLPH. Thank you, Mr. Chairman.

Senator MORSE. Senator Smith, have you any questions?

Senator SMITH. No, thank you.

Senator MORSE. Thank you very much. We are very fortunate to have as a witness to testify on the legislation pending before us a member of the full committee. I don't know how many more times

I will have the privilege of sitting with the Senator from Massachusetts, Mr. Smith, on education matters. But in case this might be the last time—although I think we will have some other sessions—I want to take this opportunity of stating for the public record that the committee has been greatly strengthened by the presence of the Senator from Massachusetts. The contribution he has made, the record he has made, on education legislation since he has been in the Senate, is going to pay, in my judgment, rich dividends in years to come. We are going to have to come back time and time again to the position he has taken on one piece of legislation after another. It will be a great loss to me and to the members of this subcommittee that when the Congress convenes in the next session we will not have this great champion of sound education standing shoulder to shoulder with us on this committee.

I am privileged to have him testify at this time, if he will.

**STATEMENT OF HON. BENJAMIN A. SMITH, A U.S. SENATOR FROM
THE STATE OF MASSACHUSETTS**

Senator SMITH. Thank you very much, Mr. Chairman, for the very kind words. Senator Yarborough, Senator Randolph, I am here today to give my support to S. 2830, to amend public law 874 to provide Federal financial assistance for the schools of the District of Columbia. The District of Columbia schools are confronted with critical shortages that cannot be met without help. They will need \$120 million in construction for the next 6 years. And this will not include funds for replacement, amortization of all buildings. More than \$7 million are now needed annually for salary increases to pay teachers at the rate of \$5,000 minimum to \$10,000 maximum proposed by the Board of Education. District of Columbia salaries have fallen recently behind those of the school systems of Maryland and Virginia, whereas they were once competitive with those schools. Nearly \$60 million will be required annually by 1969 for increased operating costs just to keep school services at the present level. In addition, improved services to reduce class sizes, supply counseling or library services, and to clear up deficiencies in special programs and materials will require as yet an undetermined amount of increase in expenditure. My colleague, Senator Humphrey, has recently pointed up dramatically the differences which alone exist in the old textbooks that many of our District pupils are forced to use.

I might say at this point that everything is certainly not bad in the school system here. I have one of my sons attending one of the high schools here, and I would like to make a point right now that we have some very fine, dedicated teachers in this school system. And I think our schools here in the District are doing a very excellent job.

The school systems traditionally rely for their revenue on appropriate taxation. This is a system which even at best has severe limitations. In the District, however, it operates under an additional handicap, for according to the estimate made by subcommittee chairman, Senator Morse, 42.9 percent of all property in the District is federally owned and tax exempt. A recent sampling survey by the District government indicated that about 30 percent of the public school children had parents who lived on or worked on tax exempt Federal

property. Had the District been eligible in fiscal year 1962 to apply for payments under Public Law 874, its estimated entitlement would have been about \$31½ million.

It is true that the Federal Government has undertaken to compensate the District for revenue losses associated with the Federal property through a special appropriation to the general fund of the District. However, this appropriation has not fully compensated the District for the loss of revenue involved. The \$32 million authorized and \$30 million appropriated for fiscal year 1963 represents only 12.8 percent of the District general fund, whereas almost 43 percent of all property in the District is Federal Government as stated above.

I feel, therefore, that the District has not been fairly compensated for the heavy financial burden placed on it by Federal activity. To include it under the Federal impact program would be a step in the right direction. All other public school areas are included in this aid, and to exclude the District schools is and has been extremely unfair.

The annual Federal contribution to the District of Columbia government is not a substitute for school aid, it is not a sound reason for denying the local schools the benefits of the aid program. It is difficult to understand why the schools are excluded from the impacted areas aid program on the grounds that aid is given by the annual Federal contribution to the District of Columbia government, when they are included in other programs, such as the National Defense Education Act, the George-Barden Act, and the school lunch program. It is equally difficult to understand why the District of Columbia schools were singled out for exclusion in this program, when other federally assisted activities, such as welfare and highway construction included in the District of Columbia.

The direct Federal contribution to the District of Columbia government did not, in these cases, serve as a reason for excluding the District from participation in these programs. Additional sources of revenue are essential if the schools are to meet their responsibilities. Without more support, the schools will be unable to do for the children what is clearly needed for their welfare, and for that of the city and for the future of our country. I therefore urge the members of this subcommittee to give this measure their fullest support. Thank, you, Mr. Chairman.

Senator MORSE. Senator Smith, you have told the whole story in two pages. I don't know what more can be said.

Any questions, Senator Yarborough?

Senator YARBOROUGH. Mr. Chairman, I want to join in the chairman's statement of appreciation for Senator Smith's great contribution to the cause of education during his service in the Senate.

It reminds me that I have received a letter within the last 3 days from a chemistry professor in one of the smaller colleges in my home State, in which he states that he hopes that I will make the cause of education the major cause that I work for in the Senate of the United States. Well, I think it is the most important subject facing the American people. And I am hopeful, Mr. Chairman, that before the distinguished Senator from Massachusetts completes this term which he is serving, that we have an opportunity to see passed by the Congress of the United States some of these important educational measures. This bill, to which I pledge my wholehearted sup-

port in the committee and on the floor, the higher education bill, the library bills, the bills for medical education, and the GI bill, which will educate more people than any other bill pending in the Congress of the United States, now pending on the floor of the Senate, and of which the distinguished Senator from Massachusetts, the chairman and the distinguished Senator from West Virginia, all are cosponsors. I hope, Senator Smith, before your term is up that all of us working together can have the privilege of writing some of these badly needed educational bills into law. I think as you go back to Massachusetts at the end of this service, none of us here think this is the end of your public service—we think it is just the beginning, judging by your efficiency and dedication. But we hope that we can help you say when you go back that you saw enacted into law a number of these vital measures on which you have worked so ably and diligently while you have been here.

Senator SMITH. Thank you very much, Senator. And I certainly hope we have success in the days immediately ahead in all these areas.

Senator MORSE. I associate myself with every comment the Senator from Texas makes. The Senator from West Virginia.

Senator RANDOLPH. Mr. Chairman, I would want the record of this hearing to provide me the opportunity, embraced by you as chairman of the subcommittee and by Senator Yarborough, to express a very sincere appreciation for the work of Senator Smith. Our colleague is retiring at the end of this session of Congress. He has given careful attention to proposals which have been the subject of consideration in this committee.

I particularly noted that he has constantly approached these problems from the standpoint of objective and broad understanding. He has been knowledgeable. There has been nothing narrow in his effort or in the degree of his consideration of these matters. This attitude is reflected, of course, by the very splendid statement he has given today.

Senator SMITH. Thank you very much, Senator Randolph. May I just add, Mr. Chairman, that I think the very future of this country depends on what we do on education. I think that is the fundamental thing that we are confronted with—the way our young boys and girls are educated is certainly going to foretell what this country will be in the next generation, the generation after that. And what we do in this regard, in the fields of education, is the key to the future of this country.

Senator MORSE. Thank you very much for the very fine record you have made here this morning.

Our next witness will be Mr. William Norwood, chairman of the Education Committee, Federation of Citizens Associations. Delighted to have you with us, Mr. Norwood.

You may take the chair and proceed in your own way.

**STATEMENT OF WILLIAM K. NORWOOD, CHAIRMAN, EDUCATION
COMMITTEE OF THE FEDERATION OF CITIZENS ASSOCIATIONS
OF THE DISTRICT OF COLUMBIA**

Mr. Norwood. Mr. Chairman, members of the committee, my name is William K. Norwood, and I am chairman of the Education Committee of the Federation of Citizens' Associations of the District of Columbia. Our federation was organized in 1961, has 50 member bodies having a membership of approximately 15,000.

I am representing the federation and wish to express our support of Senate bill S. 2830 which would provide financial assistance for the public school system of the District of Columbia on the basis of an impacted area.

As you gentlemen know, the District of Columbia budget has always had trouble making both ends meet and as a result the reasonable needs of our school system have continually suffered. You will hardly question that the needs of our school system are contributed to in a large measure by Washington's being the seat of our Federal Government.

The specific needs of our school system have already been covered in considerable detail by previous speakers, and all I will do is comment on a high spot basis on some of the matters which we think are particularly important.

Our elementary school pupil-teacher ratio is too high. We are aiming currently for a 30 to 1 figure.

Our school libraries are inadequate both from the point of view of our number of libraries, their equipment, and their staffs. Only our Teachers' College and our senior high schools have permanent librarians. As an example of the steps our school system has had to take because of budget limitations, two librarians serving at elementary school libraries are paid from private funds raised by PTA's, and other interested individuals and organizations.

Reference has already been made to the inadequacy of the books in our libraries, and also the condition of those books, and also our textbooks, which are both obsolete and in bad condition.

Our ratio of students to counselors is 50 percent higher than that recommended for adequate counseling service. Teachers bear the responsibility for scholastic progress; however, counseling services help in appraising abilities and achievements, in dealing with personality problems and in working to improve conditions in the home and outside of school. At present we have 92 elementary school administrative units and only 8 counselors.

Some maintenance conditions of our school buildings are, I hate to admit, a disgrace to our Nation's Capital. I can attest to this last item by personal experience as I have visited school buildings in the best sections of our city with broken down rainspouts, building cracks which are potential hazards to the safety of our children and our citizens, and need for repainting which we would not put up with if they were our own personal property.

Our federation has expressed their concern at this general situation numerous times in the past at budget hearings before the Commissioners and before Congress and has also gone on record in prior years

favoring this Federal aid for the District. We earnestly urge your favorable consideration of S. 2830.

Thank you, Mr. Chairman.

(The statement referred to above follows:)

PREPARED STATEMENT OF THE FEDERATION OF CITIZENS' ASSOCIATIONS OF THE
DISTRICT OF COLUMBIA

Mr. Chairman and members of the committee, my name is William K. Norwood, and I am chairman of the Education Committee of the Federation of Citizens' Associations of the District of Columbia. Our federation was organized in 1910, has 50 member bodies having a membership of approximately 15,000.

I am representing the federation and wish to express our support of Senate bill, S. 2830, which would provide financial assistance for the public school system of the District of Columbia on the basis of an "impacted" area.

As you gentlemen know, the District of Columbia budget has always had trouble making both ends meet and as a result the reasonable needs of our school system have continually suffered. You will hardly question that the needs of our school system are contributed to in a large measure by Washington's being the seat of our Federal Government.

Our elementary school pupil-teacher ratio is too high. We are aiming currently for a 30-to-1 figure.

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Our federation has expressed their concern at this general situation numerous times in the past at budget hearings before the Commissioners and before Congress and has also gone on record in prior years favoring this Federal aid for the District. We earnestly urge your favorable consideration of S. 2830.

Senator MORSE. Thank you very much for a very good statement.

The record will show that the Federation of Civic Associations intends to submit a statement for the record. We regret time did not permit them to prepare an oral statement and make a personal appearance. But the notice of the hearing necessarily went out on very short notice.

The next witnesses will be Miss Selma Borchardt, national vice president, American Federation of Teachers; Mr. Clinton Fair, legislative representative, AFL-CIO; Mr. Leo Goodman, secretary-treasurer, Labor's Committee for Better Schools in the Nation's Capital; Mrs. Gloria Johnson, representative from International Union of Electrical Radio & Machine Workers, AFL-CIO; and Mr. John Thornton, representing the United Steel Workers, International Union.

Will these witnesses please come to the witness stand.

I would like to make this statement about their activities in support of this bill.

I think all of the citizens of the District of Columbia are greatly indebted to them for their work at the level of what I call the level of citizens' statesmanship, because these dedicated citizens recognize the plight of the school system of the District; they interested themselves in this bill, and as a result they held a conference on it in Washington recently, which was the conference at which I spoke. There were many others that participated in that conference.

In fact, one of the able leaders of the conference was Mrs. Agnes Meyer, who is well known for her writings and her lecture work in the field of education. There were many others.

I only wanted this record to show publicly that these citizens have my appreciation as chairman of this subcommittee, and I am sure I speak for the members of the subcommittee, the appreciation of us all for the leadership you have extended to us in support of this bill.

It is a privilege to call on you to testify in support of the bill and give us a report on your work in connection therewith.

The first witness will be Miss Borchardt.

STATEMENT OF MISS SELMA BORCHARDT, NATIONAL VICE PRESIDENT, AMERICAN FEDERATION OF TEACHERS, ACCOMPANIED BY CLINTON FAIR, LEGISLATIVE REPRESENTATIVE, AFL-CIO; LEO GOODMAN, SECRETARY-TREASURER, LABOR'S COMMITTEE FOR BETTER SCHOOLS IN THE NATION'S CAPITAL; MRS. GLORIA JOHNSON, REPRESENTATIVE FROM INTERNATIONAL UNION OF ELECTRICAL RADIO & MACHINE WORKERS, AFL-CIO; AND JOHN THORNTON, REPRESENTING UNITED STEEL WORKERS, INTERNATIONAL UNION

MISS BORCHARDT. Thank you, Mr. Chairman.

I am Selma Borchardt, here today representing the Washington Greater Central Labor Council, which represents the thousands and thousands of affiliated workers in this area. I regret that our very able president, Mr. J. C. Turner, cannot be with us today as the urgent work of his union, the engineers, has taken him out of Washington.

We come before you today to plead for functional recognition of the right of the citizens of the District of Columbia to share in the special benefits which the National Government bestows on all the 50 States, on Guam, Puerto Rico, and the Virgin Islands.

We do not plead with you, Mr. Chairman, or with Senators Randolph or Smith, who are here today. We do not have to. The people of the District of Columbia are singularly fortunate to have gentlemen like you—and I wish Senator Smith were going to be here to continue to serve with us, for us. But we know that you are leading the fight for the citizens of Washington to be allowed to exercise the same rights and share in the same privileges as all other Americans may. Today we ask for help for our schools. We in the trade union movement have made a fight for the public schools of our Nation since the early part of the 19th century. We want more and better schools for our children; we want our District schools to share in the benefits given other schools.

Today we are not addressing ourselves to pointing up the need for Federal aid in general. We did that for you when your bill, Senator

Morse, S. 1021, was before your committee and when, with the skill and leadership of your committee, brought that bill out of committee to the floor in the Senate and that bill was passed.

We are here today simply to ask that the District of Columbia be allowed to share in the impacted areas bill, as do all States and territories and not be excluded therefrom. For some strange reason that no one could fully understand the last time the measure was before the House, a few of the Members objected to the Senate-passed bill and our schools lost their share of aid.

We are not here giving any of the data necessary to show the need for Federal aid. That, again, is a matter of record. We are here solely to ask to give the District the right to share in Federal aid for impacted areas.

May I say that the material which you, Mr. Chairman, put into the record on last February 8, following what you put in last September, shows the tremendous need for money here, for teachers' salaries, for reduction of teacher-pupil load, for services to protect the health and welfare of our children, in our schools, and afford libraries for our schools. We are very grateful to you for having made this fight for us.

What you put in the record is now clearly before us, and we shall not here burden the record further by repeating it.

We hold that coverage for the District under the impacted areas bill is a justifiable proposal which we support here today. In this connection, I quote you, Mr. Chairman:

It is a proposal which is justified by every criterion of equity.

And to this you added, when the bill was last before the Senate:

The failure to include within the purview of Public Law 874 one of the most federally impacted areas in the United States cannot be justified.

You followed with the statement of the fundamental principles in your usual manner. You divorced your arguments from any consideration of personalities in the debate. In fact, you paid tribute to some with whom cold logic compels you to differ.

Then came from you a deluge of facts: Of the 4,080 local educational agencies in 50 States, plus Guam, Puerto Rico, and the Virgin Islands, 3,965 were held to be eligible, as you pointed out.

You inserted in the record the official computation which showed that 30 percent of the pupils in Washington schools would be eligible to be included in the computation for Washington if they were to be treated as children who live and go to school in the United States.

You, Senator, reviewed the tax programs of the District and showed that the citizens of Washington have met their obligations at a rate far in excess of the rate of many States which benefit from Public Law 874. But, as you so well pointed out, these payments to the States are not made in lieu of any other aid from the Federal Government.

You have, Mr. Chairman, inserted facts and figures in the record to justify your proposal for coverage for Washington far more than any words which we may give here. Our thousands of trade union members are grateful to you.

The leadership, as I have said, of organized labor in support of the public schools goes back to the early days of our history, and

it has continued ever since. Our presence here today is but in line with well established custom.

When we, in the Washington Central Labor Council, realized that your bill, Mr. Chairman, to give the children of the District the right to share in Public Law 874 needed active attention, our Central Trades and Labor Council established a national committee of which Mr. Goodman, here, is the secretary. He will report on this organization in some detail.

A national committee was set up after Jay Turner, the president of our central body, sent out a letter to all of the international unions asking them to help our voteless citizens be given their rights. The unions have responded magnificently, from all parts of the country.

The testimony of the work of that committee will be given by Mr. Goodman.

The aid to the impacted areas is giving lifeblood to the Nation's schools. However, we hope that this program will soon be incorporated under a great, permanent program of Federal aid to education. The aid-to-impacted-areas program has come far in saving our schools. The work by Mr. Lillywhite has been magnificent, in administering this program. He has won the commendation of every part of the country. We hope that his job so well done of administration of the impacted areas program and other similar programs will be a part of a great overall national program of aid to schools which we hope is not far from enactment. We commend you for all that you have done to help make a permanent nationwide program of Federal aid, a glorious reality. In the meantime we are deeply grateful to you for having brought the question of impacted area aid for Washington before the Senate. We earnestly plead for an emergency stopgap help for our schools.

The need for the legislation, as you have said, by all the criteria of equity merits attention. We know we have friends on the committee. We are particularly delighted to come before you, Mr. Chairman, who are so courageously the friend of those in great need on all questions, especially when there is a matter of fundamental justice and equity involved. The other spokesmen for labor have good data to give you now.

Now, I will turn this over to Mr. Goodman.

Again, to you, Senator, our deepest thanks.

Senator MORSE. Before we hear from these other people, Miss Borchardt, the chairman wishes to express appreciation to you for the very effective and powerful statement that you have made this morning as a witness in support of this bill. I also want to thank you for your generosity in regard to your personal references to the chairman. I appreciate them very much.

I have said before in hearings, and I repeat again today—you have never failed this committee. In all the years I have been here, and the years you have testified before the committee, you have never failed in bringing to us arguments and evidence that give support to meeting the need by providing more congressional assistance to solve the educational problems of this country—not only for the District, but for the entire country.

The committee is grateful to you for that assistance.

I would like to make one more statement before we go on. I want to refer to the citizens' conference that was held in Washington—held in the auditorium of the Washington Post building downtown. The chairman of that meeting was Mr. Jay Turner, who is the head of the Labor Council here in the District of Columbia.

I want the record to show the appreciation of the chairman for his unflinching service in the field of education to the District of Columbia and to this committee. I want to express on the record my sincere thanks to him for the leadership he took in bringing about that citizens' conference, because that citizens' conference (in my judgment) was the impetus which this bill needed in order to get it on its way through these hearings, and, I hope, eventually to passage.

Senator SMITH. Mr. Chairman, I would like to thank Miss Borchardt for her very fine testimony this morning and wish her continued great success in her dedicated endeavors in the field of education.

Senator MORSE. Thank you very much, Senator.

I received a note, Miss Borchardt, from Senator Randolph in which he said he would like to join me in the comments I made expressing appreciation to you for your services and your testimony; that he will read your statement, but he was unable to remain for your testimony.

Miss BORCHARDT. Senator, you have been a source of inspiration as well as service to us.

Senator MORSE. Mr. Goodman.

Mr. GOODMAN. Thank you, Senator.

We in organized labor feel we are dealing here with a national problem. So we have formed a national committee of trade unions which is named the National Committee for Better Schools in the Nation's Capital, under the leadership of Jay Turner and our chairman, Selma Borchardt.

To indicate the broad support among the many international unions that have joined our committee, I am accompanied here by Mr. Thornton and Mrs. Johnson, who will join in making this truly a joint presentation to the committee.

So with your indulgence, we shall join and jointly read the statement.

Mr. Chairman and members of the subcommittee, Miss Borchardt, the chairman of Labor's Committee for Better Schools in the Nation's Capital has explained the objectives of organized labor in seeking to improve the educational standards in the District of Columbia. We are aware of the different manner in which the District of Columbia has been treated in regard to financial assistance for local educational agencies.

We feel that the distinction which has been drawn between the children of Federal employees here in the District and those at numerous Army bases and Federal nuclear institutions throughout the country is an improper distinction.

More and more the city of Washington—the Capital of the United States—is in the focus of world attention. More and more visitors arrive here daily—not only from the various sections of this beautiful country, but also from every crossroads in the world. One day it is a camel driver from Pakistan or the President of the Ivory Coast who was here a couple of weeks ago.

We in organized labor receive on the average a dozen delegates a week from all parts of the world. Truly, the city of Washington is a center of world attention.

Many of our visitors look at the school system here, and I for one am not proud of what they see. Our physical plant is inadequate; this is evidence of a lack of necessary funds for proper school buildings throughout the city over a period of many years.

Another thing that many of our visitors see is that 1 out every 5 youths of the ages from 12 to 18 is out of school, and more than one-half of them are out of work.

It is difficult for us to understand why the schools in the District of Columbia have been refused the same equality of treatment under Public Law 874, which has been of assistance to school districts throughout the country including our neighbors in Maryland and Virginia.

The District of Columbia is in dire need of sufficient funds to bring the physical plant of its present school system to a modern level that will provide the buildings and resources in which it might be possible to carry out the educational activities necessary to meet the challenges of modern-day society.

We in organized labor have supported public education from its very beginning, but we feel a new sense of urgency in the present critical situation in which it is now apparent to all that intellectual capacities and technical training must be developed to their fullest potential if we are to meet the challenges of the atomic and space age.

Unfortunately, our public schools are falling seriously short of the the needs of modern technology because we are not giving the school administrators the funds necessary either for physical plant or for the educational programs within the schools which are necessary to give every child an opportunity to meet its highest potential.

Mr. THORNTON. The District of Columbia needs to be included in the impacted area bill for the benefits it will receive under that program. We estimate that over a 10-year period the District has been short changed almost \$40 million that would have come to the school system here if the schools in the District had been treated as the highways and other systems of Federal grants which do not exclude the District of Columbia, as it has been under Public Law 874.

We ask that that inequity be corrected, but we know that is not enough. For construction purposes alone, not including funds for modernization or replacement of old buildings, the District needs \$120 million for school construction in the next 6 years.

There are some in our society who would deny the schools the money it needs and then wonder why there is an increase in juvenile delinquency, robberies in the streets, and attacks on peaceful citizens walking in the city streets. To those I recommend the reading of Senator Dodd's speech on March 28, 1962 (Congressional Record No. 48, pp. 4820-4822), which shows the close interrelation between the neglect of schools in the District of Columbia and the growth of crime in the Nation's Capital.

I do not contend that an improvement in the school system will in and of itself put an end to crime in the District of Columbia, but I know that the Attorney General himself is convinced that unless ade-

quate steps are taken to deal with the dropouts and with the part-time students who are on short schedules because of the shortage of classrooms or are forced to attend "horrible Hine" publicly identified fire-traps since the early 1930's, I am sure that the Attorney General feels that these children are potential raw recruits for the rat packs which have made our city streets so unsafe and the subject of conversation throughout the world.

Mr. GOODMAN. We in organized labor have an even more personal interest than the diplomatic discussions or the short-time visitor's comments regarding Washington in faraway lands. Increasingly, organized labor, union after union, is moving its national headquarters to Washington, D.C. Many beautiful buildings employing thousands of workers have been built here in Washington with a cost of hundreds of millions of dollars.

Thousands of union staff people are employed here. Though we have only a few thousand employees compared to the hundreds of thousands of employees who have been brought here by the Federal Government, we are anxious to protect our own staffs and clerical employees from some of the things which have been happening here because of the neglect of our school districts.

We cannot understand why here in the District of Columbia 50 to 55 percent of those at the age where they normally would be graduating from high school did not graduate from high schools in the District, while the national average is only 30 percent.

We think the District schools need help. The annual Federal contribution to the District of Columbia to meet all expenses of the various departments under the District Commissioners is not adequate nor is a substitute for school aid.

Mr. JOHNSON. Washington, D.C.—the world's central focus of interest—does not have a tax-supported city college. It is probably the only capital in the civilized world without such a facility. President Meany has said and I quote:

The need for higher education has never been more urgent than it is today. Because of the great importance of this problem * * * the AFL-CIO executive council brought about a conference on "Equal Opportunity of Higher Education," held here in Washington in cooperation with the Association of Universities & Land Grant Colleges in January of this year. One tragic fact became clear at that conference, that rising costs and poor secondary school preparation constituted a barrier to children of low-income and minority-group families from securing the higher education to which they aspire.

To bring about this improved situation, the District must have more money for teachers' salaries as well as more funds for school buildings. We support the inclusion of the District of Columbia under Public Law 874 because we know that these funds would make possible the inclusion of additional teachers' salaries, as requested by the Board of Education in their recent submissions to the Budget Office and the District Commissioners.

The District needs more teachers and more money to pay better salaries so that they can maintain and improve the quality of the teachers on their staff. When the Board of Education asked for more teachers in 1962, they received approval for six. When the District asked for more teachers to reduce the class size, to provide counseling and library services, these items were virtually eliminated from the budget.

Mr. GOODMAN. The District needs at least \$7 million to raise the salary rate to a minimum of \$5,000, as proposed by the Board of Education, while maintaining a system of increments so that experienced teachers will receive an income competitive with that offered by industry and the Federal Government. There are too many trained, competent schoolteachers who cannot afford to work with the children in the schools and deprive their families by accepting the lower salary scales which now prevail.

The District school system needs strengthening all up and down the line. Last year 600 children were turned away from kindergarten classes because of the shortage of teachers—600 troubled children, potentially difficult children who need the assistance of counselors and psychologists.

Our committee represents a new growth of interest in organized labor in the problems of the District of Columbia. International unions throughout the United States have designated members to our committee and pledged support to improve standards in the District until someday in the future when we hope to have established here the kind of school program which will set an example and be a model for the school districts throughout the United States.

This takes money. The policy statement adopted unanimously at our first public meeting on May 15, 1962, following a brilliant presentation by the chairman, Senator Morse, urges the Congress to take immediate financial and legislative steps to improve the opportunity of children in the District to secure a more adequate education to meet the needs of challenge in the world today.

We urge the Congress to amend Public Law 874, as provided in Senator Morse's bill S. 2830, within the terms of areas affected by Federal activities.

We urge the Congress to provide the \$120 million needed for construction of school buildings and physical plant necessary within the next 6 years.

We urge the Congress to provide the funds in the District budget for adequate salaries and the maintenance of a trained and competent staff to give educational content in the programs in the schools now existing or to be built in the immediate future.

With these funds we believe it will be possible to establish programs that will begin to reduce the growing juvenile crime here in the District—such programs as job training for the school dropouts, the urban service program sponsored by the Eugene Meyer Foundation, and many similar efforts.

We pledge the support of our members in the local unions in the District of Columbia to help reduce crime in the District. We ask your help for the funds that are necessary.

A copy of the policy statement adopted unanimously at the meeting of Labor's Committee for Better Schools in the Nation's Capital on May 15, 1962, is attached.

I ask, without reading it, that it be included in the record.

Senator MORSE. It will be included at this point.

(The statement referred to follows:)

POLICY STATEMENT ADOPTED UNANIMOUSLY AT MEETING OF LABOR'S
COMMITTEE FOR BETTER SCHOOLS IN THE NATION'S CAPITAL

Labor's Committee for Better Schools in the Nation's Capital urges the National Congress to take immediate financial and legislative steps to improve the opportunity of children in the District to secure a more adequate education to meet the needs of challenge in the world today.

While continuing to support the enactment of adequate Federal aid to education for school construction, teachers' salaries, college scholarships and university facilities, we call upon the Congress to take immediate steps to improve the budget and resources of the public school system in the Nation's Capital, Washington, D.C.

We believe that Washington is the largest impacted area in the country, and that its school system—directly under the responsibility of the Federal Congress—should be a model for State and local programs. We therefore support the proposal by Senator Morse that Washington be declared an area "affected by Federal activities" under the act entitled "An Act to Provide Financial Assistance for Local Educational Agencies in Areas Affected by Federal Activities."

To meet the backlog of needed facilities, we urge approval of an oft-requested interest-free loan to the District of \$120 million to provide the school buildings and facilities needed for the maintenance of a minimum standard of space to meet the needs of our growing school population.

Senator MORSE. My only comment on your testimony, as is also true in the case of Miss Borchardt, is this. I have worked with you for many, many years on problems of general welfare such as this one. I want this record to show my appreciation and deep thanks to you for your never-failing assistance to me and to the committee.

You have heard me say many times that what counts in connection with any issue are the facts. I want this record to show that you are a very reliable research man. In getting the facts, as we have seen time and time again, the work that you are doing in connection with this bill is but a continuation of the type of public service you have rendered for years.

I have said many times that the problems of the District of Columbia will be solved, or at least their solution will be speeded up, only when we take the needs of the District of Columbia to the grassroots of America.

As I pointed out, to try to solve this problem at the local level only is not going to get these problems solved. To do so you must have people who are the constituents of Members of Congress take an interest in these matters. That just happens to be one of the political realities.

The various unions that your group represents can take the problems to the grassroots. There are other groups that are doing that, too. But you have been very helpful, I think, in creating an interest on their part.

There are other groups. We are going to have a witness from one of them—the League of Women Voters. In my opinion they are not even aware fully of the great influence they exercise on issue after issue. I am glad the League of Women Voters is taking an interest in this problem, because here is a great vehicle of public education.

Some way, somehow, we must convince all such groups to take the problems of the District of Columbia to the precincts of America, for this is a precinct problem. Every American has a vital concern with what happens in the Capital City of the Nation.

As you point out, the problems of Washington, the Capital, are of a great domestic concern also. May I say, as a member of the Foreign Relations Committee of the Senate, that we too have a great foreign policy concern about these problems.

You would be surprised to learn what I hear about the District of Columbia in New Delhi, India; what I hear about it, not only in the capital of one Latin American country, but in the hamlets; what I hear about it in Africa; or sit with me in the United Nations for 3 months to see what you would say in defense of some of the conditions which exist in the Capital City of the United States.

I would like to have your pat answer for the questions put to you by delegate after delegate, whose skin does not happen to be white, although some white delegates say the same thing, also.

They ask, "What do you mean by freedom?" When we talk about our foreign policy which is really based upon the objective of promoting and strengthening the cause of freedom around the world. They meet with you on a plane of equality in the United Nations. They are very frank when they ask, "What do you mean by freedom? When are you going to start practicing it in the capital city of your country and in a good many other areas of your country?"

That is why I interpose this comment on your panel discussion by suggesting that we are not going to solve our problems here. We are going to have to solve it out at the local levels of America. You and your colleagues are taking the problems to America.

We are going to hear a witness shortly, Mr. Rich, who I understand was at a recent convention of the PTA held in my home State, in the city of Portland. He and the District chapter maintained there a booth which was devoted to this matter of Public Law 874 as it relates to the District of Columbia. Do you not think that actions such as that are having an effect? Person after person had an opportunity to learn from that booth what the local problems here are. Mr. Rich recognized that he had a responsibility in Portland. Every other community which had representatives at that convention came, was educated on this problem. Such are the ways through which we shall solve these problems.

All of us in the Congress have to go home to answer the question, "What are you doing about the District of Columbia?" That question is asked often enough. When some of the implications which are inherent in such a question are made clear to the politicians, we will start getting some votes in Congress which will give to the District the long overdue justice the Congress has denied it for many decades, for this is no recent problem.

I make these comments because they are, I think, apropos and pertinent to the great work your group is doing. I want to thank you for it.

Before we leave this discussion, Mr. Fair, would you like to make a comment?

MR. FAIR. I am sure you know, Senator Morse, the AFL-CIO is extremely proud of the central labor body of the city of Washington. It has been one of the better central labor bodies. Its activities in this field are highly commendable, and we support them completely.

The other thing I would like to say—for many years I taught in Dearborn, Mich. The schools there are beautiful. But also there is a good program going on. It is in part due to one fact—that fact is

that the Ford Motor Co. is located in the city of Dearborn. There are available financial resources to operate a good school system.

I have often said that in the school system the standards are equivalent to the number of children divided by the number of smoke stacks in the particular district, because the smoke stacks pay the taxes. As Senator Smith pointed out, our smoke stacks here do not pay taxes, because they are Federal installations. And unless that kind of money is available—that is the heart of the issue. I don't say we will solve all problems with money in the schools. But you won't solve them without it, either. And I think Senator Smith made this point most clearly before this committee.

I thank you for the opportunity of permitting the AFL-CIO to express its complete appreciation for the work of its international unions in this area.

Senator MORSE. Thank you very much. I have no questions to ask this panel. I simply want to thank you for your contribution.

The next witness will be Mr. William A. Rich, member of the Legislative Committee of the District of Columbia Congress of Parents and Teachers.

Mr. Rich, I have already paid my respects to you. I want to thank you very much for what you have done in Portland.

STATEMENT OF WILLIAM A. RICH, MEMBER, LEGISLATIVE COMMITTEE, DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS

Mr. RICH. Thank you, Senator Morse, for the kind remarks you made concerning the exhibit I staffed out in Portland, Oreg.

As you know, I represent the District of Columbia Congress of Parents and Teachers, numbering 50,000 or more members in this city.

You have my written statement, Senator. I would ask that the statement and the resolution passed on May 9 at the District of Columbia Congress Convention be incorporated into the record, as well as the editorial from the Washington Post dated May 10.

Senator MORSE. The statement, the resolution, and the editorial will be incorporated at this point.

(The material referred to follows:)

PREPARED STATEMENT OF WILLIAM A. RICH, MEMBER, LEGISLATIVE COMMITTEE, DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS

As a member of the Legislative Committee of the District of Columbia Congress of Parents and Teachers, I appreciate this opportunity to make this presentation on behalf of my organization.

The District of Columbia Congress of Parents and Teachers, of over 50,000 members, is quite concerned about the financial plight of the District of Columbia and wishes to go on record as supporting S. 2830 which would include the District of Columbia in the program for impacted aid.

The equities of the case alone would cry out that the District of Columbia should participate under urban law 874.

The year 1961 marked the beginning of the second decade of Federal financial assistance for operating schools in those districts where large numbers of federally employed families are residing. The District of Columbia has never participated in this program.

The funds gained from this law are available for operating expenses of the schools for all the children in these federally impacted school districts. This money is presently being spent for the education of nearly 11 million children or

about one-third of the Nation's children in attendance in school. The District of Columbia does not participate in this program to our financial regret.

The Congress of the United States enacted Public Laws 815 and 874 and their extension is recognition of the Federal responsibility for the impact Federal activities had on various school districts. Since 1950 funds have been appropriated to 3,700 communities under the Federal aid impact program, but not the District of Columbia.

Public Law 874 provided that a district which wished to be allocated financial assistance must fulfill any of four qualifications:

If revenues to a school district from local sources have been reduced as the result of the Federal acquisition of territory; if this district provided education for children whose parents are employed on Federal property; if there has been or will be sudden and substantial increase in the school attendance as a result of Federal activities a school district will be allotted funds. The District of Columbia meets these requirements and therefore should be allowed to participate in this program.

The financial needs of the schools of the District of Columbia are compelling and the District of Columbia should not be excluded from the program of impact aid. The policy of the National Congress of Parents and Teachers support the use of Federal funds to augment State and local support for schools in federally impacted areas.

Congress should not neglect the District of Columbia school system. There is a gross lack of classrooms, instructors, and even the bare essentials of teaching materials such as textbooks, etc.

Only recently the House of Representatives voted \$15.7 millions to allow increases in the 1962 aid payments to school districts that serve large numbers of Federal employees' children, but again the District was not included. The House in the appropriation bill for the Department of Health, Education, and Welfare included \$50 million more in impacted area school money than the administration asked. The impacted school funds included about \$11 million for school districts in the Washington area whose enrollments have been increased by children of Federal employees. Once more it is noted that the District of Columbia was not granted any moneys under the appropriation.

Thirty out of one hundred children in the District of Columbia schools are children of parents who live or work on federally owned property. There are some 34,000 of these children in the school population of 115,000 in the elementary and secondary schools of the District of Columbia.

The percentage of Federal impactation which results in the payment to the school districts in almost every case, with only one exception, is less than the impact percentage of federally connected children of the District of Columbia.

I present as part of the record the resolution passed unanimously by the delegates to the annual convention of the District of Columbia Congress of Parents and teachers on May 9, 1962, asking for immediate passage of the pending bills to provide for inclusion of the District of Columbia in the impact aid program and asking President Kennedy to support such legislation.

I also ask that the wonderful editorial attached hereto, on impact aid for the District of Columbia which appeared in the Washington Post on May 10, 1962, be incorporated into the record.

A great part of the responsibility of the education of the children of the District of Columbia rests in the hands of the Congress and we ask that you speedily approve this bill so it can be passed by the Senate and enacted into law at this session of Congress.

I call to your attention that there are now three bills in the House of Representatives; namely, H.R. 11496, H.R. 11625, and H.R. 11631 which would include the District of Columbia under the impact aid program.

The children of the District of Columbia, their parents and teachers accept their responsibility to show that the Nation's Capital is the source of good education.

Gentlemen, we ask that you help them in their great task by providing the necessary finances in order that they may reflect to the world what a great democracy this country really is.

RESOLUTION PASSED UNANIMOUSLY AT THE CONVENTION OF THE DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS ON MAY 9, 1962

Resolved, That the District of Columbia Congress of Parents and Teachers go on record as requesting the immediate passage of H.R. 11496, H.R. 11625, H.R. 11631, and S. 2830; which bills provide for participation by the District of Columbia in the federally impacted aid program; and further

Resolved, That President Kennedy be asked to give his support to this legislation which will give the District of Columbia schools the same benefits enjoyed by all the school districts throughout the United States including Guam and Samoa for the past 10 years.

[From the Washington Post, May 10, 1962]

STILL IN THE UNITED STATES

Denied the right of self-government it may be, but the District of Columbia is indubitably a part of the United States. Thus it is as much entitled as any other community in the country to a share in the program of Federal aid to education designed to help those school systems which have been heavily burdened by the children of Federal employees. No community exemplifies this plight more conspicuously than the National Capital. Here, moreover, a great many of the Federal employees exempt themselves from payment of the District income tax.

Representative Carroll Kearns, a steadfast friend of the public schools everywhere and of the principle of general Federal aid to education, has introduced a bill to amend the impacted area school-aid bill passed by Congress some time ago to bring the District of Columbia into line for the bill's benefits. Senator Morse introduced a similar amendment in the Senate some time ago. Elementary justice, we think, dictates the adoption of such a measure.

Mr. RICH. Needless to say, Senator, we support the bill. We want to thank you, Senator, and Senator Bible and Senator Smith for introducing the bill into the Senate, and we sincerely appreciate your efforts.

I would like to say, Senator—yes, I did attend the convention of the National Congress of Parents and Teachers in Oregon, your home State. Unfortunately, I did not have much time to see the State, as I spent 4 days at the convention staffing the exhibit. During that time, Senator, I spoke to hundreds of delegates. That is exactly what you are talking about—the grassroots. Yes, I reached the grassroots. Forty-three States passed by my booth, and signed a guestbook that I had there, including Hawaii and Alaska.

They expressed their deep concern at the situation in the District of Columbia. They were amazed, they were shocked. They could not believe that the District of Columbia was not included in 874. They themselves are much concerned about the school situation in the District. Yes, they want the District of Columbia to have the best school system possible, so it can be shown to the world that we have a true democracy in the Nation's Capital, sir.

Thank you so much.

Senator MORSE. Thank you very much.

Mr. RICH. Many times Washington has been referred to as the seat of the government. But the financial threadbare trousers that the Congress gives us sometimes is embarrassing and revealing, and sometimes gets almost downright indecent in the fact that it reveals our old schools, our old books, our lack of classrooms.

I might mention the fact that it is a deplorable situation that Dr. Hansen serves at such a low salary.

I would like to bring to the attention of your committee, Senator, an article appearing in the Washington Star last night that dramatically brings to the attention of the people here the shortage of classrooms hampering thousands of District youngsters. I ask if possible that this be incorporated in the record. It is most dramatic.

I would like to say, peculiarly enough, at the same time at the bottom of this particular page we have a story regarding big things in store

for the Washington Zoo—we are going to provide housing for all the animals in the Washington Zoo, but unfortunately we do not have enough housing for the schoolchildren in the District of Columbia.

Senator MORSE. The articles will be incorporated at this point in the record.

(The articles referred to follow:)

SHORTAGE OF CLASSROOMS HAMPERS THOUSANDS OF DISTRICT YOUNGSTERS

(By David Breasted, Star staff writer)

Thousands of youngsters in the Nation's Capital will leave school for the summer without realizing they've been shortchanged.

An 8-year-old can't be expected to grasp how his part-time classes have held back his reading.

The junior high school girl in northeast Washington may not know that the 350 extra pupils in her building are a subtle gyp to her education.

But a shortage of 230 elementary classrooms right now means trouble to Superintendent Carl F. Hansen. He knows all too well the handicap that 125 part-time classes next fall will mean to the hundreds of children in them.

Dr. Hansen and the teachers in the field know that in an overcrowded junior high school they cannot give students the instruction they should have.

Nor can District parents hope for the caliber of teaching their children need without better pay for teachers. Dr. Hansen said in looking back over a rugged school year.

BILL IS STYMIED

A bill to raise starting and top salaries to a \$5,000-\$10,000 range has been hung up at the District Building for a year and a half.

"The increase," he said, is crucial. "In the meantime, we're confronted with difficulty in getting qualified probationary teachers. The number of temporary teachers has increased to the point where more than 30 percent of the staff is temporary."

Dr. Hansen, in shirtsleeves, turned to the subject of school construction as he set in his office in the Franklin Building at 13th and K Streets NW. That venerable structure dedicated in 1869.

"In this year's infighting to gain halfway decent 1963 building funds, we didn't do so well," he said. "The Board of Education asked for \$18 million, and the Commissioners allowed \$8 million," he said.

FOUR BUILDINGS PAST 90

Furthermore, he added, these finds "do not take into account obsolescence. We have 4 buildings from 90 to 99 years old."

School figures show that in addition to the elementary classroom shortage, the junior high schools today need space for 4,000 boys and girls, or the equivalent of more than 3 new schools. This is not to mention the equivalent of still another junior high school needed to house almost 2,000 additional students expected in September.

There also will be almost 2,000 more elementary youngsters in September than officials had figured on a year ago.

Furthermore, enrollment forecasts for the next 6 years indicate an annual increase of between 5,000 and 6,000 to a total of 166,000 in all schools by 1968. This means a jump of about 37,000 students over this year's enrollment of 128,482. Elementary schools would bear the brunt of the increase.

Dr. Hansen said that the current appropriations rate simply could not keep up with the pressure. He therefore proposed last month to ask Congress for a \$120 million interest-free loan to finance a revised 6-year construction program.

CHANCES SEEN SLIM

The Board of Education approved the request, but Commissioner Walter N. Tobriner said he regarded the proposal's congressional chances as slim. Mr. Tobriner put forward a \$75 million borrowing package which is before the House. About half of this capital outlay money would be for new schools.

The word "encouraging" is not one Dr. Hansen gets to overwork in discussing the state of the school system.

But he said he was encouraged by a number of victories in skirmishes during the year.

For a time, it looked as if Congress' delay in passing a revenue bill would mean the District could build only one new elementary school next year to handle the crush of youngsters. The Evans Junior High School for badly overcrowded far Northeast was delayed.

"We got about \$1.5 million more in construction money than last year," Dr. Hansen said. He noted that the rate of appropriation for construction in the past 5 years is almost double that of the previous 5."

HINE AN OBSTACLE

As an example, among the scattered gains which gave him hope was site money in next year's budget request for a replacement for "Horrible Hine." The burned-out top floor of Hine Junior High School, 7 blocks southeast of the Capitol, has been condemned since 1957. The effort to replace Hine has gone on since World War II.

He also counted as plusses getting funds in the budget for two elementary schools and two other junior high schools.

On the staff front, he cited the fact that "we got 50 elementary teachers and 87 junior high school positions for 'basic' (slow learners) and social adjustment class students. This means we can supply classes both to their advantage and to that of regular classes."

About one out of six junior high school students is classified as a slow learner.

"We also got \$79,000 in matching funds for the Ford Foundation language arts program in downtown schools," Dr. Hansen went on.

PROGRESS ON LIBRARIES

In addition, "for the first time, we got requests for funds for library books and two librarians," he said.

A major move in curriculum planned for September was the advance of the Amidon School concept of basic-subject education to Jefferson Junior High School.

The intensified curriculum at Jefferson, with stress on major literary works, language, mathematics, and science is designed to change the former status of junior high as a transition stage. The idea, Dr. Hansen said, is to help youngsters "learn to think" and sharpen their intellectual capacities.

Dr. Hansen said he also is encouraged by the citywide progress of the Amidon elementary plan.

In the community, Dr. Hansen cited the "considerable interest in school affairs of organized labor" shown in the strong support of the president, J. C. Turner of Central Labor Council, for the Federal loan proposals. He said this marked the "mobilization of a powerful group in support of better schools."

He also noted the "fine project" of the High School Students for Better Education Committee which has plumped on the Hill for more school support.

BIG THINGS IN STORE FOR WASHINGTON ZOO

(By Jerry O'Leary, Jr., Star staff writer)

Sea elephants and platypuses, manatees and moose and scores of other rare animals never before seen in Washington are all going to be established at the National Zoological Park as part of the 10-year improvement program.

Dr. Theodore Reed, director of the 167-acre park envisions both a plant and a collection of animals, reptiles and birds that will make the zoo the finest in the world. His plans moreover, are no longer dreams now that the zoo is to be financed by the Smithsonian Institution instead of the District.

The \$17 million program will change the appearance of the zoo, with the demolition of three major buildings, the lion house, the monkey house and the antelope house, which are obsolete.

The antelope house is considered so unsafe that it has been closed to the public for more than 2 years. The monkey house, as any visitor can testify, is poorly lighted and badly ventilated. The lion house is both ancient and unsuitable.

Dr. Reed said he has no plans for replacing the administration building at this time, although it once contained so many termites that a tamandua—a South American anteater—was brought in to devour them.

NEW BEAVER VALLEY

High on the list for expanding and improving the zoo's facilities, Dr. Reed said, is the construction of a beaver valley in a 500-foot-long ravine that runs roughly parallel to the existing valley where the seals are kept.

In this valley, Dr. Reed plans to establish an entirely North American collection featuring a pen for moose and elk that will be the largest in the zoo; a pond and dam for a beaver colony; a picnic area; a den for Smokey the Bear built like a ranger's cabin; an enclosure for sheep, goats, and deer; a racoon area, and ponds for waterfowl.

The stars of this collection undoubtedly will be the moose. These animals, although common in the northern part of our continent, are difficult to keep in captivity.

The old beaver valley will become the home of aquatic mammals, of which the sea elephants are bound to be the main eye-catchers because of their great size and rarity. The old valley, when restored, will extend 1,000 feet from the gull cages near the bird house to Rock Creek.

HOME FOR PLATYPUSES

High on Dr. Reed's list for enhancing the menagerie is his plan for establishing a "platypusary." This, in case you didn't know, is a home for duck-billed platypuses—strange little aquatic creatures from Australia who burrow in the earth and feed almost entirely on earthworms. Dr. Reed figures he will have to start raising his own earthworms, a task he is perfectly ready to take on.

Other plans include:

A complete remodeling of the bear line, and assembly of a colony of polar bears.

Extensive revisions of the bird house, one of the newest buildings at the zoo but still dating back to 1926.

Barring vehicular traffic from the east-west roadway from Harvard street to Connecticut Avenue and using it as a strolling way for pedestrians.

An 800-foot tunnel under the hill where the administration building now stands to remove all traffic from the central zoo sector and connect sections of the Rock Creek Parkway above and below the zoo.

A new parking lot at the Connecticut Avenue entrance.

A bypass road on the east side of Rock Creek extending through the old elk pens and joining the existing Beach Drive. This project would create a peripheral road around the zoo that would be open to traffic around the clock. At present motorists may drive through the zoo only during the hours it is normally open to the public.

Mr. RICH. Senator, since April 30, 1962, at the request of the District of Columbia Congress of Parents and Teachers three bills have been introduced in the House of Representatives asking for inclusion under the impacted aid program: Representative Kearns, his bill, H.R. 11496; Representative Roosevelt, his bill, H.R. 11631; and Representative Moulder, of New York, H.R. 11625.

As you can see, Senator, this is a bipartisan movement.

We certainly hope that this bill that is before the Senate will pass very speedily, so that the House may express themselves and also pass the bills, so that they may be enacted into law at this session.

There is no question about the fact that the Nation's Capital is the showplace of the United States, and whatever happens here, I believe, is mirrored throughout the country and throughout the world, as you have so mentioned.

Once again I say let Congress demonstrate its responsibility to the education of the children of the District of Columbia by passing this legislation now.

Thank you, Senator.

Senator MORSE. Thank you very much. I have no questions.

The next witness will be Dr. Virgil E. Lowder, executive director, Council of Churches of the National Capital area.

Mr. Lowder, we are very happy to have you with us. Please take the witness chair and proceed in your own way.

**STATEMENT OF DR. VIRGIL E. LOWDER, EXECUTIVE DIRECTOR,
COUNCIL OF CHURCHES OF THE NATIONAL CAPITAL AREA**

Mr. LOWDER. Mr. Chairman, it would be gratuitous and inappropriate for the Council of Churches to try to add to the facts and figures that have been given. We do not claim to be experts in finance.

We do have a deep concern about children and for fullness and the creativeness and the satisfactoriness of their lives.

We are dealing with the same children who are attending the public schools, for we have an extensive program of Christian education in the churches. Also, many of our churches have participated in an afterschool study hall program, manned by volunteers. So that we do have an opportunity to observe the effects of the inadequacy of their education.

We would not want anything that we say to be interpreted as criticism of Dr. Hansen, our superintendent, of the dedicated teachers in our public schools for whom we have a very high regard. We feel, however, that it is true that the children of the District of Columbia are among the most disinherited of our country.

The executive committee of the Council of Churches is convinced that the District of Columbia should be classified as an impacted area because of the high proportion of Federal employees residing here. It is convinced that the children residing in the District of Columbia are being handicapped by being educated in schools on which woefully inadequate funds are being spent, and thus are being deprived of opportunities for education, and often for college attendance, which children in other States have available.

I visited only last week with a minister whose daughter is just graduating from high school. She has an A average. She had been turned down in the college which she had hoped to attend. He felt it was because of their question as to whether the District of Columbia schools gave her an adequate education.

The executive committee of our Council of Churches has considered this matter quite thoroughly. It knows that there is only so much money available. But it feels that it is poor economy to sacrifice our most precious possession, our children.

The executive committee of the Council of Churches considers it inappropriate that in the Nation's Capital, where a high quality of civic and community life should prevail, the public schools should have to operate on a very inadequate budget, and at a level which in some respects is well below that of most of the States of the Union.

An insufficient number of classrooms, inadequate buildings, outmoded equipment, outdated textbooks, inadequate libraries, lower salaries paid to teachers—these, unfortunately, are the marks of our present District of Columbia public school system.

This committee therefore holds that the children of the District of Columbia need and deserve educational opportunities at least equaling those given to children in other States. They can only receive such opportunities if the Federal Government, whose employees comprise so high a proportion of the population, assume its proper responsibility.

The passage of S. 2830 would help to rectify this situation, so costly in its failure to educate the District of Columbia children adequately for useful and constructive lives, so costly in the frustration which the children experience, and the breakdown of family life, in delinquency and crime, and in the inability of these children as they become of age to find creative and satisfying employment which is a result of inadequate education.

All citizens of the United States should be able to point with pride at the educational system of our District of Columbia as evidencing the kind of concern which the Federal Government has for the quality and life in the Nation's Capital, for which it has a primary responsibility.

Furthermore, it is very poor international relations to have the innumerable visitors from nations throughout the earth who visit Washington each year know that the children of the District of Columbia are discriminated against in this way.

The Council of Churches of the National Capital area is an organization of the Protestant churches of 28 denominations, with an estimated membership in these churches of some 150,000 members.

The Council of Churches strongly urges the adoption of S. 2830 to permit the inclusion of the District of Columbia as an impacted area under Public Law 874.

Senator MORSE. Thank you, Doctor, for that testimony. I want to commend the Council of Churches of the National Capital for their support of this bill. You have heard me say before that it is my judgment that when the Council of Churches and the churches of this town get behind any great piece of general welfare legislation, it gives greatly increased chances of passing it. I think you have made a great contribution in giving your support to this bill. You can be sure that the senior Senator from Oregon will refer to it frequently as the debate on the bill proceeds.

Mr. LOWDER. Thank you, sir.

Senator MORSE. The next witness is Mrs. Richard C. Simonson, president, District of Columbia League of Women Voters.

We are very glad to have you.

STATEMENT OF MRS. RICHARD C. SIMONSON, PRESIDENT, DISTRICT OF COLUMBIA LEAGUE OF WOMEN VOTERS

Mrs. SIMONSON. Thank you very much, Senator.

May I thank you first for the compliment you paid the League of Women Voters a few minutes ago. We value your good opinion of our work very highly.

We also would like to express our appreciation, our deep appreciation for the many years of fine service that the chairman has rendered to the District of Columbia, and particularly to the cause of education.

One of the consolations that we have in our voteless state is that

there are a few legislators who are true friends of the District, and who understand our needs and problems and try to help us on them.

I won't take your time at this late hour to repeat the authoritative evidence that you have heard this morning about the needs of the schools. I think that it has been thoroughly documented that there are great unmet needs in our public schools.

I think also you have heard very excellent statements on the equity and justice of including the District of Columbia in the impacted area aid program.

I would like just to say a word about the more general fiscal problem of the District, because this is a subject that the League of Women Voters has been studying intensively for over a year.

This is, after all, the root of the trouble that we have been discussing this morning. We have found that the problems of the District are, of course, particularly acute because of the presence of the Federal Government. It is not just the fact that they occupy over 40 percent of our land, but the additional expenses that are imposed on us, the limitations, for example, on building heights, and the kind of industry or business that might come here, and so on—all of these things affect our tax base and add to our fiscal problems.

With the situation as it is, and as it will continue to be, because of the presence of the Federal Government, we have a particular need for assistance from the Federal Government.

It has been said, and I would like to reiterate, as strongly as I know how, that the Federal payment, even the full \$32 million authorized, certainly the \$30 million that has been appropriated, is far from equitable, far from adequate.

Perhaps the money that will come to us under this impacted area program might be one way to supplement the inadequate Federal payment.

It is certainly of the utmost importance that it not be taken, certainly not by you, of course—but that it not be taken by any Members of the Congress as a method or excuse for cutting the Federal payment. This would be a very serious error and one to be avoided.

But if this money, which is justly due us under the impacted aid program, can come in addition to the existing Federal payment, it is perhaps one way of approaching our problems.

I would like, Mr. Chairman, to present to you a copy of a pamphlet that was just published by the League of Women Voters, after its year's study of these fiscal problems. We call it "A Tale of Two Cities—Washington and Its Finances." I had the honor of testifying last week before Senator Smith when his subcommittee of the District Committee was considering the authority to increase borrowing by \$75 million for the general fund. And we also presented him with this pamphlet, because we believe that it bears on all of these questions. We hope it will be of some value to the members of your subcommittee.

Senator MORSE. The Chair rules that this document "A Tale of Two Cities—Washington and Its Finances," will be made an appendix of this record.

I would like to have enough copies for the members of the committee supplied. It will not be made a part of the transcript, because of the expense involved.

Mrs. SIMONSON. We are delighted to supply the copies. We hope it can be of some help.

Senator MORSE. Thank you very much.

As you understand from the remarks I made about the League of Women Voters before you took the witness chair, I have one recommendation to make—and that is that your chapter here do whatever you can within your means to acquaint the chapters throughout the country in regard to the need for the support of this bill.

Mrs. SIMONSON. Yes. We hope this pamphlet will be one means of doing it. We are getting the story out as widely as possible.

Senator MORSE. Thank you very much.

The next witness will be Mr. Arnold C. Sternberg, chairman, District of Columbia Affairs Subcommittee, Democratic Central Committee of the District of Columbia.

We are delighted, Mr. Sternberg, to have you with us.

STATEMENT OF ARNOLD C. STERNBERG, CHAIRMAN, DISTRICT OF COLUMBIA AFFAIRS SUBCOMMITTEE, DEMOCRATIC CENTRAL COMMITTEE OF THE DISTRICT OF COLUMBIA

Mr. STERNBERG. Thank you very much, Senator. We are delighted to be here and delighted you could take time out from a busy schedule, both here and at home in Oregon, so that you could give us this much of your very valuable time.

I will not burden the record with reciting the sad story and plight of the District's school system. That has been well known to you for many years, especially to you, sir, personally, and has always been recognized, I think, on this side of Capitol Hill, due for the most part to your efforts.

I simply want the record to show that the Democratic Central Committee supports S. 2830, introduced by yourself, Senator Bible, and Senator Smith, which would include the District of Columbia in Public Law 874. We pledged you, sir, that the Democratic Central Committee of the District will take this fight to the precincts, not only here in the District, but throughout the country, as you have suggested.

One further word. The Democratic Central Committee of the District supported this bill when it appeared in another form, in H.R. 258, last September. In the hectic 6 days when that price was on the other side of the Hill, as part of H.R. 258, we supported this section of that bill. We will be on the other side of the Hill supporting it again.

I would like to make a remark on what Mrs. Simonson said with respect to the relationship of S. 2830, and our possible inclusion in Public Law 874, and the Federal payment to the District of Columbia. I was shocked last September when this matter was being debated in the House to hear Congressman Broyhill suggest that if the Congress did not like including the District in Public Law 874, he said:

We can always take it out of the Federal payment next year if it does not turn out well.

I think this is, as Mrs. Simonson has suggested, this is something to be avoided at all costs. What we seek is something additional, something which we believe, as I believe you do, has been due us for the past 10 years, and which is vitally necessary to us. When 50

States, Guam and the Virgin Islands, Wake and Puerto Rico are included in Public Law 874 and its associated bill, basic equity cries for the inclusion of the District of Columbia in 874, as do the children of the District of Columbia.

Thank you very much, Senator.

Senator MORSE. Thank you very much. All the help you can give us in support of this bill we appreciate.

The last witness will be Mr. Leo Schlossberg, Republican State Committee of the District of Columbia.

We are delighted to have you, Mr. Schlossberg.

**STATEMENT OF LEO SCHLOSSBERG, REPUBLICAN STATE
COMMITTEE OF THE DISTRICT OF COLUMBIA**

Mr. SCHLOSSBERG. Thank you, Senator.

I am Leo Schlossberg, a member of the Republican State Committee of the District of Columbia. I have been asked by the Republican State Committee to go on record for the approval of this bill. They fully approve it, and reiterating what the previous speaker has said, we propose to go into our precincts and also to contact most of our outside interests in order to have this bill passed. I certainly appreciate your courtesy, sir. Thank you very much.

Senator MORSE. Thank you. I would like to make a matter of record your letter to me dated June 12, 1962, which sets forth the position you have just expressed of the Republican State Committee for the District of Columbia.

Mr. SCHLOSSBERG. Thank you very much.

(The letter referred to follows:)

REPUBLICAN STATE COMMITTEE FOR THE DISTRICT OF COLUMBIA,
Washington, D.C., June 12, 1962.

HON. WAYNE MORSE,
*Senate Office Building,
Washington, D.C.*

DEAR SENATOR MORSE: This is to advise the Senate Committee on Labor and Public Welfare of the action taken by the Republican State Committee for the District of Columbia of pending bill S. 2830 which you have introduced.

I wish to inform you and the members of the subcommittee that the Republican State Committee for the District of Columbia fully approves this bill and sincerely hopes that prompt action will be taken in the adoption of same.

With deepest appreciation for your courtesies, I am,

Respectfully yours,

LEO SCHLOSSBERG.

Senator MORSE. As this point in the record there will be incorporated additional statements and communications received on the bill. The chairman regrets that time did not permit the usual advance notice of hearing on this measure which he would have wished to afford. He wishes to assure all interested individuals and organizations that filed statements and letters will be given full consideration by the subcommittee.

(The statements and letters referred to follow:)

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA,
Washington, D.C., June 8, 1962.

HON. ALAN BIBLE,
*Chairman, Senate District Committee,
Washington, D.C.*

DEAR SENATOR BIBLE: The Board of Education by a poll completed June 8, 1962, approved a report of its committee on legislation on the subject of S. 2830

and H.R. 11496, 87th Congress, 2d session, wherein the Superintendent of Schools recommended that the Board of Education record its support of the legislation which proposes to include the District of Columbia in its provisions for aid for federally impacted areas.

In accordance with the action of the Board, a copy of the full report, as approved by the Board, is attached.

Very sincerely yours,

GERTRUDE L. WILLIAMSON,
Executive Secretary, Board of Education.

SUPERINTENDENT OF SCHOOLS,
Washington, D.C., June 7, 1962.

POLL OF THE BOARD OF EDUCATION

To the Committee on Legislation of the Board of Education:

S. 2830 and H.R. 11496, 87th Congress, 2d session, were introduced by Senator Wayne Morse and Congressman Carroll D. Kearns respectively. These bills include the District of Columbia in the provisions for financial assistance for local educational agencies in areas affected by Federal activities. It is proposed that the Board of Education endorse the principle in these two bills which would include the District of Columbia in the benefits. The justifications are as follows:

(1) Washington, D.C., is a federally impacted area, its primary business being the Federal Government. There is no justice therefore in excluding this area while including, for example, the surrounding States.

(2) The Federal Government has a special responsibility for providing adequate school facilities in the Nation's Capital. Since this is a Federal city it ought therefore be given responsible support by the Federal Government. This is necessary for the benefit of the community and the children, and also for the national interest.

(3) While the amount of money anticipated to be obtained from this source, approximately \$4 million annually, will not meet all the needs in the District of Columbia school system, it will provide annual support for school construction and the employment of teachers, which are highly necessary in this most critical period of the school system.

The Superintendent, therefore, recommends that the Board of Education record its support of the legislation which proposes to include the District of Columbia in its provisions for aid for federally impacted areas. The Superintendent further recommends that a copy of this report be sent to the Board of Commissioners and the Chairmen of the Senate and House District Committees.

Respectfully submitted.

CARL F. HANSEN,
Superintendent of Schools.

PORTLAND, OREG., *June 1, 1962.*

HON. WAYNE MORSE,
U.S. Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: It has come to our attention that you have sponsored Senate bill No. 874, Federal Impact, Public Schools for District of Columbia. This is to let you know that we are in favor of this legislation.

Sincerely yours,

BARBERS UNION, LOCAL No. 75,
THOMAS J. BAKER, *Secretary-Treasurer.*

THE METROPOLITAN WASHINGTON BOARD OF TRADE,
Washington, D.C., June 11, 1962.

HON. WAYNE MORSE,
*Chairman, Subcommittee on Education, Labor and Public Welfare Committee,
U.S. Senate, Washington, D.C.*

DEAR SENATOR MORSE: Unfortunately the appropriate officers of the board of trade will be unable to appear at your hearing on S. 2830 on June 12.

It is requested that the support of the Metropolitan Washington Board of Trade for this bill be noted and that this letter be made a part of the record.

Sincerely yours,

WILLIAM H. PRESS.

DISTRICT OF COLUMBIA EDUCATION ASSOCIATION,
Washington, D.C., June 12, 1962.

HON. WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: I regret that I did not know about the hearing on S. 2830 until 10:30 this morning so that I could have submitted testimony on behalf of the District of Columbia Education Association. I did reach the hearing, however, in time to hear Senator Smith's statement which I would have endorsed heartily.

I am enclosing a statement on behalf of the association which I would like to have included in the record of the hearing.

I should like to take this opportunity also to tell you how very proud I was of the fact that you quoted from my testimony on the floor of the Senate last May 23, 1961, when you so ably supported Senator Clark's amendment to S. 1021 to increase the allotment for the District of Columbia schools.

On behalf of the 3,796 members of the District of Columbia Education Association, I wish to express to you very sincere thanks for the interest you have always taken in the children and teachers in the District of Columbia. We want you to know that we are all most grateful to you.

Very sincerely yours,

HELEN E. SAMUEL, *Executive Secretary.*

DISTRICT OF COLUMBIA EDUCATION ASSOCIATION,
Washington, D.C., June 12, 1962.

To the Subcommittee on Education of the Senate Committee on Labor and Public Welfare:

The District of Columbia Education Association, representing a membership of 3,796, wishes to express its support of the bill, S. 2830, to provide financial assistance from impacted area funds for the public school system of the District of Columbia. We wish to thank the sponsors of the bill not only for having introduced it, but also for calling to the attention of the general public the needs of the school system.

The District of Columbia Education Association supports wholeheartedly the statements made by the Superintendent of Schools and Senator Benjamin Smith requesting passage of S. 2830.

We call attention to the fact that during the last session of Congress the association presented testimony before this committee in support of S. 1021 which would have authorized a 3-year program of Federal financial assistance for public elementary and secondary schools. It will be recalled that the able chairman of this subcommittee, Senator Wayne Morse, used a portion of this testimony on the floor of the Senate when he vigorously supported Senator Clark's amendment to increase the allotment for the District of Columbia public school system.

Rather than enumerate again the needs of the District of Columbia public school system, there is attached to this statement a copy of the testimony previously filed. I will merely point out that the needs enumerated in this testimony have increased. I should like to underscore that during the last decade, the District population declined by 4.8 percent while the school population increased by 20.8 percent; during this same period, the District of Columbia public school system received a gradually declining percent of the total appropriation for the city.

I should like to underscore also that Washington, D.C., is located in the center of the metropolitan area completely surrounded by counties all of which do receive assistance for their school systems from impacted area funds in addition to substantial State aid. It is the earnest hope, therefore, of the District of Columbia Education Association that S. 2830 will be passed by the Congress of the United States.

Respectfully submitted.

HELEN E. SAMUEL, *Executive Secretary.*

PREPARED STATEMENT OF DISTRICT OF COLUMBIA EDUCATION ASSOCIATION,
MARCH 23, 1961

The District of Columbia Education Association representing a membership of almost 3,400 wishes to express its support of the bill S. 1021, to authorize a 3-year program of Federal financial assistance for public elementary and sec-

ondary schools and to urge its immediate passage so that funds will be available for the school year 1961-62.

We wish to call to the attention of the committee the financial plight of the large cities and the fact that they are facing staggering problems in education for which they definitely need the maximum possible assistance to be obtained from S. 1021. We noted with regret that the "urban" recommendation made in the Hovde report, i.e., additional funds for big cities, was not incorporated in S. 1021. We sincerely hope that it may not be too late to allocate special financial aid for big cities.

Developments during the last decade reveal many factors which have contributed to the troubles of the large cities. A publication released by the National Education Association, "Income and Population Trends in the 20 Largest Cities," quotes Sales Management surveys which reveal that between 1950 and 1960 the large cities lagged behind the rest of the country in economic gain and in general population growth, while they far exceeded the Nation's comparative rate of gain in public school enrollments. In the Nation's 20 largest cities enrollments increased almost seven times as fast as large-city population (22.4 percent versus 3.3 percent), while national school enrollments increased about 2½ times as fast as national population (43.5 percent versus 18.5 percent). Meanwhile the big cities prospered at less than one-half the rate of economic gain enjoyed by the Nation as a whole (29.5 percent in the cities; 68.8 percent for the Nation).

In the metropolitan areas surrounding the 20 largest cities, population gains in the last decade were at almost 20 times the rate of the large cities and almost 4 times the rate for the Nation. Higher income families have been moving to the suburbs and paying taxes there. Many of those remaining and coming into the large cities are in the lower income brackets or pay no taxes; their children are swelling school enrollments to the bursting point. Many come to the large cities seeking employment in the unskilled labor market where there is a scarcity of jobs. This means that they are not only on relief but are in need of retraining in vocational education.

Because of their former greater resources the large cities tended previously to develop finer serviced schools and higher paid staffs. Such is no longer the case. In severe financial straits, the large cities are finding it extremely difficult to maintain their former services.

Washington, D.C., one of the Nation's big cities, faces all the fiscal problems of the big-city group plus others which are no doubt unique. A few such problems as the following are listed:

1. An increasingly large number of temporary teachers: In 1954-55, 579 temporary teachers, or 15.5 percent; in 1960-61, 1,346 temporary teachers, or 29.4 percent.
2. An insufficient number of teachers as evidenced by the number of classes with enrollments from 35 to 45 and over: Senior high schools, 564; junior high schools, 2,307; elementary schools, 541.
3. Counselors averaging twice the maximum load of pupils for efficiency on the secondary level with no counselors for the elementary level except two in the laboratory schools.
4. A large number of pupils in special education classes—basic (sub-normal) braille, hearing conservation, orthopedically handicapped, overage, severely mentally retarded, sight conservation, visiting instruction.
5. A total of 5,646 children on the needy lunch program with others still waiting to be put on the program.
6. An increasingly large number of families receiving public assistance.
7. A large number of children of school age needing dental, hearing, vision, and other physical corrections.

Section 109 of the bill provides that each State education agency shall set aside 10 percent of the total allotment to be used for pilot, demonstration, and experimental projects designed to meet educational problems, or to develop public school programs of a special or unique nature.

The District of Columbia Education Association wishes to call to the attention of the committee that under the bill Washington, D.C., a big city with a full load of special educational problems, will be eligible to receive only the minimum allotment of \$15 per pupil in average daily attendance. Yet the surrounding metropolitan area partly in Virginia and partly in Maryland, to which the city has been losing many of its high-income families, would be eligible to receive from \$18.28 to \$26.34 per pupil. Since the District of Columbia is not a part of a State there is no source from which to draw the 10 percent for special projects except

from the allotment of \$15 per pupil in average daily attendance. Yet table 6 in the attached report (Income and Population Trends in the 20 Largest Cities) reveals that in the last decade the District's population declined by 4.8 percent, while the school population increased by 20.8 percent. During this same period the District of Columbia school system received a gradually declining percent of the total appropriation for the city. (From 22.5 percent to 19.1 percent as revealed by the attached table.)

The Federal Government, the employer responsible for 52 percent of the wage payments in the District, is the owner of 28 percent of the land; yet over the 10-year period from 1948 through 1957 the Federal Government contributed only an average of 11 percent to the District budget, while 89 percent came from District taxation. (Source: U.S. Department of Health, Education, and Welfare, Office of Education, Federal Funds for Education, Washington, D.C. Government Printing Office, 1959, p. 179).

In his testimony before this committee, Dr. Sam Lambert, research director, National Education Association, stated that in the period from 1949-50 through 1959-60 expenditures per pupil in average daily attendance increased nationally 83 percent in current prices and 24 percent in constant prices. By comparison, in the District of Columbia, the percent in current prices was 45.2 and in constant prices, 1.7 percent. Yet in 1947 the District income tax was imposed, in 1949 the sales tax, and an increase in real estate taxes in 1950, 1955, and 1957.

It would seem just, therefore, that the District of Columbia should receive a larger allotment than the minimum of \$15 per pupil and that such an allotment should be large enough to allow both for the District's school needs and for the use of 10 percent thereof for special projects as defined in the bill.

In considering this request, we urge the committee to give due recognition to the fact that, unlike the surrounding areas, where, in addition to State aid, a very substantial percent of current educational expenditures is received under Public Law 874 and Public Law 815. Washington, D.C., receives no Federal assistance under these laws which are amended to become permanent in titles 2 and 3 of the currently proposed public school assistance bill. The District of Columbia public school system will be further penalized unless the committee sees fit to increase the currently planned allotment of \$15 per pupil.

Comparison of total appropriations¹ for the District of Columbia with the total appropriations for public schools, 1949-60

(1) Fiscal year	(2) Total District appropriations	(3) Total appropriations for schools	(4) Percent column (3) is of column (2)
1949.....	\$113,766,283	\$25,102,688	22.07
1950.....	119,667,491	26,878,152	22.46
1951.....	129,353,702	28,576,747	22.09
1952.....	149,941,856	33,508,750	22.35
1953.....	147,985,725	28,091,200	18.98
1954.....	162,625,244	32,100,261	19.79
1955.....	191,149,337	37,571,570	19.65
1956.....	197,054,231	38,528,326	19.55
1957.....	221,425,896	41,748,326	18.85
1958.....	242,835,873	48,092,772	19.80
1959.....	265,213,952	52,963,968	19.97
1960.....	283,108,681	54,024,000	19.08
Total.....	2,224,129,271	447,186,755	20.10

¹ For all years reported here figures were taken from "The Budget of the United States," section "District of Columbia," statement "Summary of Operations," line "Total appropriations available for expenditures." Information for each year was taken from the budget of the year which followed that year by 2 years (i.e., 1949 figures were actual appropriations for 1949 as reported in the 1951 budget document), except for the 1959 and 1960 years which were taken from the 1961 budget. Amounts in the column "Total appropriations for schools" were taken from the appropriation acts of the year reported.

Source: Prepared in the Finance Office, District of Columbia public school system, Apr. 4, 1960.

[Research memo from National Education Association of the United States, Washington, D.C.]

INCOME AND POPULATION TRENDS IN THE 20 LARGEST CITIES

This memorandum presents five tables which show the trend in population in the 20 cities found to be largest in the 1960 census, also trends in effective buying income and retail sales. A sixth table reports trends in school enrollments in comparison with the trends in population and income.

The figures shown are of concern to students of educational finance, in that they show continued deterioration in the economic superiority which the great cities formerly maintained. These figures raise questions as to whether there should be a differential for large urban areas in the plans of State aid to local school systems. Equalization plans have recognized the hardships created by sparsity of population but not those created by density of population.

The big cities, because of their former greater relative resources, have tended to develop better serviced schools and higher paid staffs than were found elsewhere. Now they are in severe financial straits to maintain former services. Further advances are often held to an inadequate minimum.

POPULATION

Table 1 deals with population. It shows the extent to which the metropolitan area outside each central city has grown in comparison with the central city itself during the past decade. From 1950 to 1960, 12 of the 20 cities decreased in population, whereas every metropolitan area increased.

Comparing 1960 with 1950, we find that the 20 biggest cities as a total grew 3.3 percent in population, the 20 related metropolitan areas outside the central cities, 55.9 percent; and the Nation's population as a whole, 18.5 percent.

This brief memorandum cannot explore related aspects of this trend in gross population figures, such as the shifts in age distribution and occupational status of the population. A later table, however, gives figures on school enrollments.

TABLE 1.—Trends in population in 20 largest cities and related metropolitan areas

City (1)	Population of central city			Population of metropolitan area outside the central city		
	1960 (2)	1950 (3)	Percent of change (4)	1960 (5)	1950 (6)	Percent of change (7)
1. New York, N.Y.-----	7,781,984	7,891,957	-1.4	2,912,649	1,663,986	+75.0
2. Chicago, Ill.-----	3,550,404	3,620,962	-1.9	2,670,509	1,556,906	+71.5
3. Los Angeles, Calif.-----	2,479,015	1,970,358	+25.8	4,263,681	2,397,553	+77.8
4. Philadelphia, Pa.-----	2,002,512	2,071,605	-3.3	2,340,385	1,599,443	+46.3
5. Detroit, Mich.-----	1,670,144	1,849,568	-9.7	2,092,216	1,166,629	+79.3
6. Baltimore, Md.-----	939,024	949,708	-1.1	787,999	455,691	+72.9
7. Houston, Tex.-----	938,219	596,163	+57.4	304,939	210,538	+44.8
8. Cleveland, Ohio.-----	876,050	914,808	-4.2	920,545	550,703	+67.2
9. Washington, D.C.-----	763,956	802,178	-4.8	1,237,941	661,911	+87.0
10. St. Louis, Mo.-----	750,026	856,796	-12.5	1,310,077	862,492	+51.9
11. San Francisco, Calif.-----	742,855	775,357	-4.2	2,040,504	1,465,410	+39.2
12. Milwaukee, Wis.-----	741,324	637,392	+16.3	452,966	319,556	+41.7
13. Boston, Mass.-----	697,197	801,444	-13.0	1,892,104	1,609,128	+17.6
14. Dallas, Tex.-----	679,684	434,462	+56.4	403,917	309,039	+30.7
15. New Orleans, La.-----	627,525	570,445	+10.0	240,955	114,960	+109.6
16. Pittsburgh, Pa.-----	604,332	676,806	-10.7	1,801,103	1,536,430	+17.2
17. San Antonio, Tex.-----	587,718	408,442	+43.9	99,433	92,018	+8.1
18. San Diego, Calif.-----	573,224	334,387	+71.4	459,787	222,421	+106.7
19. Seattle, Wash.-----	557,087	467,591	+19.1	550,126	376,981	+45.9
20. Buffalo, N.Y.-----	532,759	580,132	-8.2	774,198	509,098	+52.1
Total-----	28,095,039	27,210,561	+3.3	27,556,034	17,680,893	+55.9
U.S. total ¹ -----						

¹ U.S. total population, Apr. 1, was 179,323,175 in 1960 and 151,325,798 in 1950, an increase of 18.5 percent in 10 years; reported in 1960 Census of Population, PC (A1)-1, p. 3.

Sources: Final population figures from the U.S. Bureau of the Census. Central cities from press release dated Dec. 6, 1960, entitled "Cities of 100,000 Inhabitants or More, April 1, 1960"; metropolitan areas from release dated December 1960 entitled "Final 1960 Census Population Counts for Standard Metropolitan Statistical Areas."

EFFECTIVE BUYING INCOME

Table 2 gives figures on "effective buying income" after taxes, in each of the 20 cities, as reported by Sales Management, for 1959 and for 1949. The total income for the 20 cities as a whole increased 36.5 percent during the 10 years. In three cities the increase was less than 20 percent. In only two cities was the income rise as much as the 73.9 percent increase for the Nation as a whole.

Comparative per capita figures on effective buying income appear in table 3. The per capita figures were computed by dividing the total income, shown in table 2 for 1959 and 1949, by the U.S. census population figures for April 1960 and April 1950, respectively.

For separate cities there are some striking differences in rates of change between per capita income and total income. When the figures for the 20 cities are totaled, however, the rate of increase of 32.2 percent in per capita effective buying income is only slightly less than the 36.5-percent increase in total income shown in table 2. And again, the 32.2-percent per capita increase for the combined group of cities was much less than the 46.7 percent for the country as a whole.

Because consumer prices rose about 22 percent from 1949 to 1959, a growth of at least 22 percent in income was needed to maintain the same buying power. The increase of only 32.2 percent in per capita buying income in the big cities left only a narrow margin for actual improvement in living standards.

TABLE 2.—*Effective buying income, 20 largest cities*

City	1959 (thou- sands) ¹	1949 (thou- sands) ²	Percent of change
(1)	(2)	(3)	(4)
1. New York, N.Y.	\$18,452,881	\$14,288,175	+29.1
2. Chicago, Ill.	9,444,303	6,835,555	+38.2
3. Los Angeles, Calif.	6,116,459	3,906,044	+56.6
4. Philadelphia, Pa.	4,334,671	3,682,770	+17.7
5. Detroit, Mich.	4,321,454	4,918,924	+48.0
6. Baltimore, Md.	1,948,377	1,602,848	+21.6
7. Houston, Tex.	1,879,622	1,002,081	+87.6
8. Cleveland, Ohio.	2,075,408	1,547,559	+34.1
9. Washington, D.C.	1,986,579	1,361,300	+45.9
10. St. Louis, Mo.	1,834,596	1,589,716	+15.4
11. San Francisco, Calif.	2,215,309	1,787,213	+24.0
12. Milwaukee, Wis.	1,574,253	1,081,376	+45.6
13. Boston, Mass.	1,608,248	1,287,600	+24.9
14. Dallas, Tex.	1,368,075	801,460	+70.7
15. New Orleans, La.	1,085,426	867,392	+25.1
16. Pittsburgh, Pa.	1,438,526	1,228,419	+17.1
17. San Antonio, Tex.	827,873	522,439	+58.5
18. San Diego, Calif.	1,231,395	487,574	+152.6
19. Seattle, Wash.	1,402,782	974,496	+43.9
20. Buffalo, N.Y.	1,247,790	875,553	+42.5
Total	66,394,027	48,648,494	+36.5
U.S. total	333,381,285	191,683,662	+73.9

¹ Copyright 1960, Sales Management Survey of Buying Power; further reproduction not licensed.

² Copyright 1950, Sales Management Survey of Buying Power; further reproduction not licensed.

Sources: Col. 2 from "Survey of Buying Power," Sales Management, July 10, 1960. Col. 3 from "Survey of Buying Power," Sales Management, May 10, 1950. Col. 4 computed by the NEA Research Division.

TABLE 3.—Effective buying income per capita, 20 largest cities

City (1)	1959 (2)	1949 (3)	Percent of change (4)
1. New York, N.Y.	\$2,371	\$1,810	+31.0
2. Chicago, Ill.	2,660	1,888	+40.9
3. Los Angeles, Calif.	2,467	1,982	+24.5
4. Philadelphia, Pa.	2,165	1,778	+21.8
5. Detroit, Mich.	2,587	1,578	+63.9
6. Baltimore, Md.	2,075	1,688	+22.9
7. Houston, Tex.	2,003	1,681	+19.2
8. Cleveland, Ohio.	2,369	1,692	+40.0
9. Washington, D.C.	2,600	1,697	+53.2
10. St. Louis, Mo.	2,446	1,855	+31.9
11. San Francisco, Calif.	2,982	2,305	+29.4
12. Milwaukee, Wis.	2,124	1,697	+25.2
13. Boston, Mass.	2,307	1,607	+43.6
14. Dallas, Tex.	2,013	1,845	+9.1
15. New Orleans, La.	1,730	1,521	+13.7
16. Pittsburgh, Pa.	2,380	1,815	+31.1
17. San Antonio, Tex.	1,409	1,279	+10.2
18. San Diego, Calif.	2,148	1,458	+47.3
19. Seattle, Wash.	2,518	2,084	+20.8
20. Buffalo, N.Y.	2,342	1,509	+55.2
Total	2,363	1,788	+32.2
U.S. total	1,859	1,267	+46.7

Sources: Col. 2 calculated from effective buying income figures for 1959 in "Survey of Buying Power," Sales Management, July 10, 1960, and 1960 population. Col. 3 calculated from effective buying income figures for 1949 in "Survey of Buying Power," Sales Management, May 10, 1950, and 1950 population.

RETAIL SALES

In retail sales, the big cities have increased even less than in effective buying income, and are in an even more unfavorable position with reference to the Nation as a whole. Total retail sales in the 20 big cities increased 29.5 percent from 1949 to 1959, while retail sales in the country as a whole advanced 68.8 percent. Per capita retail sales increased only 25.4 percent in the 10-year period, while per capita retail sales in the country as a whole advanced 42.4 percent.

TABLE 4.—Retail sales, 20 largest cities

[Dollars in thousands]

City (1)	1959 ¹ (2)	1949 ² (3)	Percent of change (4)
1. New York, N.Y.	\$10,312,096	\$7,698,265	+34.0
2. Chicago, Ill.	3,766,799	4,357,289	+32.3
3. Los Angeles, Calif.	4,153,779	2,848,108	+45.8
4. Philadelphia, Pa.	2,536,520	2,209,935	+14.8
5. Detroit, Mich.	2,396,359	2,524,917	-5.1
6. Baltimore, Md.	1,418,192	1,201,300	+18.1
7. Houston, Tex.	1,348,789	817,012	+65.1
8. Cleveland, Ohio.	1,520,226	1,158,503	+31.2
9. Washington, D.C.	1,411,414	982,361	+43.7
10. St. Louis, Mo.	1,190,293	1,247,638	-4.6
11. San Francisco, Calif.	1,278,095	1,247,370	+2.5
12. Milwaukee, Wis.	1,154,014	994,368	+16.1
13. Boston, Mass.	1,412,318	1,053,310	+34.1
14. Dallas, Tex.	1,234,044	696,227	+77.2
15. New Orleans, La.	831,806	625,674	+32.9
16. Pittsburgh, Pa.	1,000,925	896,973	+11.6
17. San Antonio, Tex.	686,068	377,296	+81.8
18. San Diego, Calif.	821,057	396,049	+107.3
19. Seattle, Wash.	1,078,057	765,793	+40.8
20. Buffalo, N.Y.	811,580	623,153	+30.2
Total	42,363,031	32,721,541	+29.5
U.S. total	216,221,217	128,117,785	+68.8

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Sources: Col. 2 from "Survey of Buying Power," Sales Management, July 10, 1960.

Col. 3 from "Survey of Buying Power," Sales Management, May 10, 1950.

Col. 4 computed by the NEA Research Division.

TABLE 5.—Retail sales per capita, 20 largest cities

City (1)	1959 (2)	1949 (3)	Percent of change (4)
1. New York, N.Y.-----	\$1,325	\$975	+35.9
2. Chicago, Ill.-----	1,624	1,203	+35.0
3. Los Angeles, Calif.-----	1,676	1,445	+16.0
4. Philadelphia, Pa.-----	1,267	1,067	+18.7
5. Detroit, Mich.-----	1,435	1,365	+5.1
6. Baltimore, Md.-----	1,510	1,265	+19.4
7. Houston, Texas.-----	1,438	1,370	+5.0
8. Cleveland, Ohio.-----	1,735	1,266	+37.0
9. Washington, D.C.-----	1,848	1,225	+50.9
10. St. Louis, Mo.-----	1,587	1,456	+9.0
11. San Francisco, Calif.-----	1,721	1,609	+7.0
12. Milwaukee, Wis.-----	1,557	1,560	-.2
13. Boston, Mass.-----	2,026	1,314	+54.2
14. Dallas, Texas.-----	1,816	1,603	+13.3
15. New Orleans, La.-----	1,326	1,097	+20.9
16. Pittsburgh, Pa.-----	1,656	1,325	+25.0
17. San Antonio, Texas.-----	1,167	924	+26.3
18. San Diego, Calif.-----	1,433	1,184	+21.0
19. Seattle, Wash.-----	1,936	1,638	+18.2
20. Buffalo, N.Y.-----	1,523	1,074	+41.8
Total.-----	1,508	1,203	+25.4
U.S. total.-----	1,206	847	+42.4

Sources: Col. 2 calculated from retail sales figures for 1959 in "Survey of Buying Power," Sales Management, July 10, 1960, and 1960 population.

Col. 3 calculated from retail sales figures for 1949 in "Survey of Buying Power," Sales Management, May 10, 1950, and 1950 population.

SCHOOL ENROLLMENTS

As shown in table 6, the 20 largest cities have gained substantially in school enrollment at a time when for many of them population has been static or declining. In nine cities, total population has decreased and school enrollment has risen. In three cities, total population has decreased, and school enrollment has also decreased, but by a smaller percent. In seven cities, both population and school enrollment have increased, but the increase is much greater for school enrollment. In only one city did population and school enrollment rise by about the same percent.

In the 20 largest cities, population has risen 3.3 percent in the past 10 years, while school enrollment has risen 22.4 percent, or 6.8 times as much. In the Nation as a whole, enrollments have also outstripped population growth, but the difference is less dramatic. Total population is up 18.5 percent, total school enrollment is up 43.5 percent, or about 2.4 times as much.

Thus, in a decade when the largest cities have declined in relative population growth and economic strength, the burden of school support has been growing. The loss of high-income families to the suburbs and the influx of low-income families into the central cities have created school problems of crises proportions. Heavier tax levies on the central urban population, greater help from State governments, and new support from the Federal Government all seems to be needed if educational progress is to be maintained.

TABLE 6.—Public school enrollments and related figures, 20 largest cities

City	Public school enrollments		Percent of increase, past 10 years			
	1959-60	1949-50	School enrollments, 1949-50 to 1959-60	Population, 1950-60	Total effective buying income, 1950-60	Per capita effective buying income, 1950-60
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. New York, N.Y.	977,541	916,512	+6.7	-1.4	+29.1	+31.0
2. Chicago, Ill.	531,064	402,252	+32.0	-1.9	+38.2	+40.9
3. Los Angeles, Calif.	516,812	372,818	+38.9	+25.8	+56.6	+24.5
4. Philadelphia, Pa.	237,476	239,371	-0.8	-3.3	+17.7	+21.8
5. Detroit, Mich.	278,428	247,819	+12.4	-9.7	+48.0	+63.9
6. Baltimore, Md.	163,238	124,259	+31.4	-1.1	+21.6	+22.9
7. Houston, Tex.	168,282	95,385	+76.4	+57.4	+87.6	+19.2
8. Cleveland, Ohio.	132,242	107,728	+22.8	-4.2	+34.1	+40.0
9. Washington, D.C.	117,884	97,564	+20.8	-4.8	+45.9	+53.2
10. St. Louis, Mo.	101,066	97,152	+4.0	-12.5	+15.4	+31.9
11. San Francisco, Calif.	90,161	76,248	+18.2	-4.2	+24.0	+29.4
12. Milwaukee, Wis.	102,438	68,889	+48.7	+16.3	+45.6	+25.2
13. Boston, Mass.	95,415	99,724	-4.3	-13.0	+24.9	+43.6
14. Dallas, Tex.	127,721	61,734	+106.9	+56.4	+70.7	+9.1
15. New Orleans, La.	91,115	64,069	+42.2	+10.0	+25.1	+13.7
16. Pittsburgh, Pa.	70,744	70,056	+1.0	-10.7	+17.1	+31.1
17. San Antonio, Tex.	70,250	49,068	+43.2	+43.9	+58.5	+10.2
18. San Diego, Calif.	99,788	49,477	+101.7	+71.4	+152.6	+47.3
19. Seattle, Wash.	90,206	63,854	+41.3	+19.1	+43.9	+20.8
20. Buffalo, N.Y.	68,173	70,107	-2.8	-8.2	+42.5	+55.2
Total	4,130,044	3,373,449	+22.4	+3.3	+36.5	+32.2
U.S. total	36,037,937	25,111,427	+43.5	+18.5	+73.9	+46.7

SOURCES

Col. 2, cities: American Book Co. calendar for 1961.
 Col. 2, U.S. total: National Education Association Research Division. "Estimates of School Statistics, 1960-61," Research Report 1960-R15, Washington, D.C., the association, December 1960, p. 20.
 Col. 3, cities: U.S. Department of Health, Education, and Welfare, Office of Education, "Statistics of City School Systems," Biennial Survey of Education, 1948-50, Washington, D.C., Superintendent of Documents, Government Printing Office, 1953, ch. 3, pp. 24-28.
 Col. 3, U.S. total: U.S. Department of Health, Education, and Welfare, Office of Education, "Statistics of State School Systems," Biennial Survey of Education, 1948-50, Washington, D.C., Superintendent of Documents, Government Printing Office, 1952, ch. 2, p. 46.

PREPARED STATEMENT OF THE NATIONAL EDUCATIONAL ASSOCIATION

The extension of the federally impacted aid to education legislation as proposed in S. 2830, to include the District of Columbia public school system, is long overdue. The present condition of many school buildings in the District is a national disgrace. The teachers in the District schools are at a distinct disadvantage in comparison to the suburban school systems surrounding the District. This disadvantage is not only apparent in lower salaries, but also in overcrowded classrooms with meager equipment which makes the unusually challenging situation in the District schools even more difficult to cope with. The recent publicity on out-of-date textbooks serves further to point up the financial crisis the schools face.

In the beautiful Capital City of this proud and wealthy Nation, the public school system shall be a living example of what the American ideal of free public education means. Instead, despite the best efforts of the school board, the administration, and the fine corps of dedicated teachers, the District schools are far below standards maintained in other parts of the Nation. Of major concern, and most directly affected, of course, are the children who reside in the District. Also important, however, is the fact that visitors from all over the world frequently gain their most lasting impression of American institutions such as universal public education not from what they read or are told but from what they see. What they see in Washington, D.C., in far too many instances is a woefully neglected public school system.

S. 2830, while not the only answer, is a measure that provides at least simple justice for the beleaguered schools of the Nation's Capital. We urge its passage this session and wish to congratulate Senator Morse, Senator Bible, and Senator Smith on their sponsorship of this vitally needed and truly just legislation.

Senator MORSE. The hearing stands in adjournment.
(Whereupon, at 12:15 p.m., the hearing was adjourned.)

(The memorandum requested by the chairman on p. 35 follows:)

JULY 19, 1962.

Memorandum to: Senator Morse, chairman, Education Subcommittee.

From: Charles Lee, professional staff member.

Subject: Estimated entitlements by States for payments to school districts, Public Law 874, as amended for fiscal year 1962.

In accordance with your request as chairman of the Subcommittee on Education of the Senate Committee on Labor and Public Welfare during hearings on S. 2830, I am attaching hereto a table showing by States and outlying areas the estimated entitlement for payments to school districts under the provisions of Public Law 874, as amended for fiscal year 1962.

The subcommittee will note that the estimate is based on the anticipated receipt of \$15,707,000 which was contained in the second supplemental appropriation bill. The actual totals will not be known until final reports have been received from all school districts for the 1961-62 school year showing the actual average daily attendance of federally connected pupils. Actual appropriations for the 1962 fiscal year total \$231,293,000. If the supplemental appropriation is not received, payments will be prorated at approximately 92 percent of estimated entitlement, in which case each of the State totals shown in the table should be reduced by some 8 percent.

Fiscal year 1962 estimate (including anticipated supplemental of \$15,707,000)

<i>State or Territory</i>		<i>State or Territory</i>	
Total-----	\$247, 000, 000	Nevada-----	\$1, 623, 700
Alabama-----	5, 323, 700	New Hampshire-----	1, 393, 500
Alaska-----	7, 985, 400	New Jersey-----	4, 376, 600
Arizona-----	5, 366, 200	New Mexico-----	5, 363, 600
Arkansas-----	1, 119, 300	New York-----	6, 074, 400
California-----	42, 338, 000	North Carolina-----	5, 473, 300
Colorado-----	6, 552, 100	North Dakota-----	436, 600
Connecticut-----	2, 150, 800	Ohio-----	5, 718, 900
Delaware-----	952, 800	Oklahoma-----	8, 511, 100
Florida-----	7, 632, 800	Oregon-----	1, 069, 100
Georgia-----	7, 757, 800	Pennsylvania-----	5, 743, 500
Hawaii-----	5, 201, 200	Rhode Island-----	2, 120, 700
Idaho-----	1, 767, 500	South Carolina-----	3, 978, 700
Illinois-----	3, 829, 800	South Dakota-----	2, 236, 600
Indiana-----	1, 076, 700	Tennessee-----	2, 483, 500
Iowa-----	841, 100	Texas-----	14, 269, 700
Kansas-----	5, 613, 800	Utah-----	2, 122, 800
Kentucky-----	4, 555, 800	Vermont-----	119, 800
Louisiana-----	1, 063, 400	Virginia-----	19, 472, 800
Maine-----	1, 928, 300	Washington-----	9, 463, 700
Maryland-----	9, 607, 500	West Virginia-----	146, 400
Massachusetts-----	7, 006, 100	Wisconsin-----	697, 400
Michigan-----	1, 521, 700	Wyoming-----	850, 500
Minnesota-----	601, 800	Guam-----	877, 100
Mississippi-----	1, 729, 000	Puerto Rico-----	1, 930, 000
Missouri-----	2, 747, 000	Virgin Islands-----	60, 000
Montana-----	1, 812, 700	Wake Island-----	105, 000
Nebraska-----	2, 198, 700		

The following table shows the change in per capita income by the change in the following:

JULY 1981

Information for Senator Tom Carper's Education Subcommittees from the 1979-80 school year. The following table shows the change in per capita income by the change in the following:

Public Law 97-253 as amended for fiscal year 1982. The following table shows the change in per capita income by the change in the following:

The subcommittee will note that the estimate is based on the anticipated revenue of \$7,707,000, which was constant in the second supplemental appropriation bill. The actual figures will not be known until final reports have been received from all school districts for the 1981-82 school year showing the actual revenue data. The actual figures for the 1981-82 school year showing the actual revenue data are as follows: \$281,202,000. The supplemental appropriations for the fiscal year 1982 are estimated at approximately 95 percent of estimated additional revenue. The amount of the state funds in the table should be reduced by 5 percent.

1981-82 State of Texas Education Fund Supplemental Appropriation of \$281,202,000

State of Texas	State of Texas
Alabama	\$247,000,000
Alaska	5,222,700
Arizona	7,222,700
Arkansas	7,222,700
California	4,110,000
Colorado	42,222,700
Connecticut	6,722,700
Delaware	2,180,000
District of Columbia	322,700
Florida	7,222,700
Georgia	7,222,700
Idaho	7,222,700
Illinois	5,222,700
Indiana	4,110,000
Iowa	4,110,000
Kansas	4,110,000
Kentucky	4,110,000
Louisiana	4,110,000
Maine	4,110,000
Maryland	4,110,000
Massachusetts	4,110,000
Michigan	4,110,000
Minnesota	4,110,000
Mississippi	4,110,000
Missouri	4,110,000
Montana	4,110,000
Nebraska	4,110,000
Nevada	4,110,000
New Hampshire	4,110,000
New Jersey	4,110,000
New Mexico	4,110,000
New York	4,110,000
North Carolina	4,110,000
North Dakota	4,110,000
Ohio	4,110,000
Oklahoma	4,110,000
Oregon	4,110,000
Pennsylvania	4,110,000
Rhode Island	4,110,000
South Carolina	4,110,000
South Dakota	4,110,000
Tennessee	4,110,000
Texas	4,110,000
Utah	4,110,000
Vermont	4,110,000
Virginia	4,110,000
Washington	4,110,000
West Virginia	4,110,000
Wisconsin	4,110,000
Wyoming	4,110,000
Guam	4,110,000
Porto Rico	4,110,000
Virgin Islands	4,110,000
Washington, D.C.	4,110,000



