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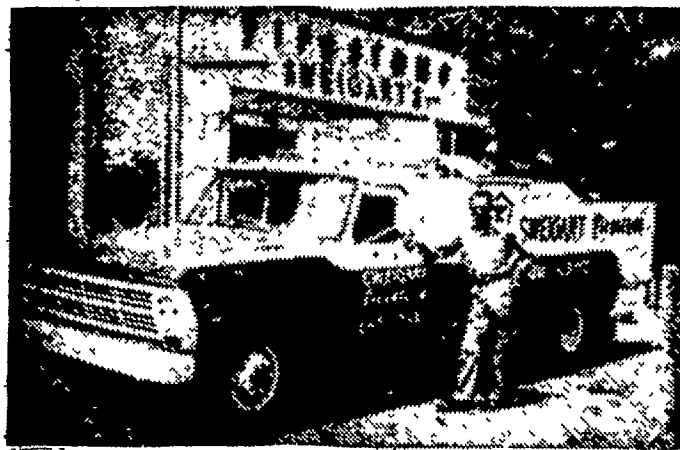
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Ivan R. Yost, Christiana RDI, right, is shown receiving a certificate for completion of a 20-day study of social and economic problems of rural Pennsylvania. Presenting the certificate is Dr. Emory J. Brown, Penn State Cooperative Extension

service assistant director. Mrs. Yost is also present.

The program is part of the Penn State College of Agriculture public affairs education program supported by W. K. Kellogg Foundation grant.

WASHINGTON REPORT

Congressman Edwin D. Eshleman

16th District—Pennsylvania



Many of the questions facing our youth government today do not involve legitimate questions about whether or not we should do something, but instead involve how something should be done. For example, all levels of government and the vast majority of Americans recognize the public responsibility for education. But there are legitimate questions about whether our present system for financing and running the nation's schools is the best system available. Congress has an opportunity to consider many of those questions this year.

The Nixon Administration recently put forward a plan for changing the federal role in public education. It is a plan to pull together more than thirty federal aid-to-education programs into a \$3 billion revenue-sharing package.

The revenue-sharing approach to federal financing of our schools, if approved by Congress, would alter substantially the present piecemeal system of aid. It would not alter, however, the federal commitment to provide resources for meeting rising educational needs.

In fact, revenue sharing would, by consolidating the money allotted for the schools, make possible a useful definition of the federal role in elementary and secondary education.

This federal role, as outlined by the Administration, is threefold: (1) the allocation of financial resources on a broad and continuing basis to help states and local school districts meet their responsibilities, (2) the provision of national leadership to help reform and renew our schools to improve performance, and (3) the concentration of resources to meet urgent national problems during the period when they are most intense.

That third point is illustrated in some of the financial specifics detailed in the first year program for educational revenue-sharing. Since meeting the needs of disadvantaged children certainly ranks high on a list of immediate school priorities, more than half of the first-year funds would be directed toward that purpose.

The remainder of the money would be set aside in broad general categories such as education of the handicapped and to school areas affected by federal activities, vocational education and supporting materials and services.

The difference between revenue sharing and the present financing procedure is that under revenue sharing local schools would make their own decisions about using funds within the broadly defined categories.

No longer would the federal government be in the business of substituting its own good intentions for local understanding of local problems and for local ability to attack those problems.

Instead, there would be a recognition that the need for federal money in modern education does not have to diminish the advantages of state and local knowledge of responsibility for and authority in school matters.

HEALD — MINI BRONC

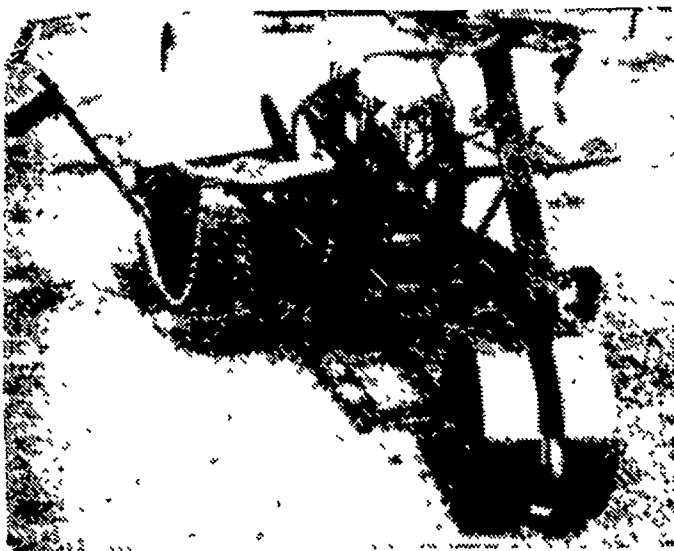
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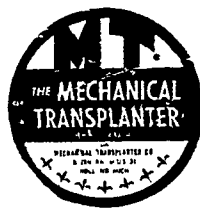


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