

another county does may be total waste. I may already have that sort of thing. So I want to say that we don't mind accounting for money. I think accounting for it, and taking suggestions, are well. But tied so tightly that we cannot move, when with the same amount of money we could have really much more adequacy if we had leeway to go with it—that is all I mean when I say I don't want Federal aid, or State aid, legislation, either, to interfere with who teaches history, or what history is taught, or when it is taught, or where.

I don't think that ought to be in it.

Mr. CLIFTON. I might make one complaint about this Public Law 89-10. I referred to it in my statement.

This does not apply to my little county so much, but in so many counties you may have a third of your children who are just as culturally deprived, in schools that do not participate or cannot participate, as you do in the two-thirds or maybe almost half that do participate.

And it seems to me that this is an unfair situation, when part of your children participate, and your other part cannot, who are just as culturally deprived as the ones who participate.

We talk about discrimination. We are discriminating in a law that is trying to alleviate discrimination.

Mr. ERLBORN. May I ask just one other question?

Outside of the field of the enforcement of the Civil Rights Act, how is your relationship with the Office of Education?

Mr. WOOD. May I say to you that under the title I projects, the relationships have been, in my experience, very good.

Like Mr. Beemon, who testified before you earlier, I can say that has worked out very nicely.

I think the only criticism that I would make would be the fact that in just a little over a year, the basic guides for title I have had complete major revisions six different times, and only during the past week, just that recently, we have received amendments revising some part of it, No. 19.

It is an almost impossible task to keep abreast of the various changes they are making.

Dr. WEST. May I just make this brief comment?

I think our relationships are very cordial in this regard. Of course, we are tremendously concerned about what we call excessive redtape, about all these changes.

It takes an enormously expanded staff to carry out all the directions that are given.

Someone said the other day that one of our troubles at the present time—and I think this statement is applicable now—is that we have too much paralysis of the analysis and too much friction of the diction.

I would hope they might be reduced. I would think it might save us time and money.

Mr. GRIFFIN. Congressman, I believe that many people have been quite unhappy over some of the recent Commissioners of Education that we have had, and some of their philosophies, perhaps; but if we can get away from the fact that the Federal Government is going to step in and demand, and control, and take over, I think our relationship in the past years has been good.