

U.S. Office of Education, that this then, in a sense, makes regulations law, because this is what I said I would administer the act by. Now when they come along with a telegram or memorandum in the middle of the school year changing the rules in the middle of the ball game, I would like someone to answer for me, Does this become a regulation?

Maybe I would not have filed those assurances if I had known they were going to be changed. Therefore, I feel it is improper to change regulations in the middle of a school year under which we started the operation of the school under this act.

I refer, of course, to the telegram cutting off construction under title I which states precisely that you can have construction for the implementation of programs that qualify for the culturally educationally deprived youngster from the concentrated low-income families, if that instruction is for a specific program for those children.

Mr. GOODELL. I might say to the gentleman that we probed that situation at some length in the hearings we held originally and made it very clear that construction money under the circumstances where there was an area of concentration of poverty was authorized under the act.

Mr. PAGE. It did authorize it, yet because of moving the cutoff date up 30 days or whatever it was, it made it impossible for Illinois to participate because of the time factor. My question, Does that become a regulation when these cutoff dates are changed in the middle of the school year? I do not believe it does.

Mr. JOHNSTON. Mr. Chairman, could I be excused? I am going to catch a plane. I will file a statement in regard to the specific question you asked.

Chairman PERKINS. Without objection.

Mr. PAGE. I would like to make one other comment, if I might, before I turn this over to Dr. Sparks in regard to your question. Our program on a State level involved several agencies of social services. They have been instructed to identify, to classify, to refer to agencies for service, to place pupils into programs. We also follow their achievement. In other words, we involve public aid, we involve the public health, as well as the public schools in the development of our plans.

I think through the involvement of the many agencies that surround the social services in the public schools we can improve these programs at the State level.

Mr. SPARKS. Mr. Goodell, next Monday, a week from today, we will bring before you a group of Kentucky superintendents. We have already made arrangements for this with your chairman. They will give you their specific answers to these questions. I think you will be able to interrogate them and get it much better; it would be much more meaningful than coming from us who are in the State departments of education.

You will have this opportunity then. But we have had much complaint about having to do so much paperwork. Of course, we require a lot of paperwork in addition to this at the State level. Probably we are as guilty sometimes as the U.S. Office in some of our requirements. I am not trying to hide behind this, but I think it would be much better if you got it from these people directly.