

the minority has reached such proportions that it has to be reckoned with. Laying aside all Christian reasons and others why we should do it, the plain hard facts of life are that frequently people in public life don't do it until they have to.

I think perhaps if we had some of the people from other cities we might be putting them on the spot with the questions we have asked you. In most of the communities I represent the superintendent would be hard pressed indeed to convince the general public who claim to be supporters of the school that any program ought to be put in one school and not all the schools in that district or focus on that one group and not all of the groups.

We have had some very modest success in doing this with crippled children, some very modest success with retarded children, but even in these programs everybody wants them to be in a school closest to them or else have them in every school so that everybody is treated fairly.

It is almost impossible to identify a group or local or community and get everybody else in town to admit that they are less advantaged than we are.

In discussing title I today there has been some suggestion that as superintendents you have had difficulty with the stringent requirements of title I in devising programs that would satisfy the requirements of the Federal act.

My own experience has been that the only unhappiness expressed to me, and I do speak at a number of institutes in the State of Michigan on this, has been over the problem at the State level because we are a little bit slow on the State level in getting started with our State guidelines and getting paper shufflers even to handle the application.

Have you found it, as a superintendent, difficult to devise programs within the restraints that we have placed on the use of these funds?

Dr. BRIGGS. Not really. Remember, we are dealing with two legislatures. One is the National Congress and the other is those who write the guidelines because they are legislating also.

Many times interpretation of the guidelines has given us concern and trouble but guidelines change, as you know. Sometimes rather often. The guideline interpretations have given us some problems.

I think the law as far as we are concerned has been clear and it has been difficult to live with. Sometimes guidelines have been a little more restrictive than the law.

Dr. DAILARD. We have no difficulty. I think we have projects enough on the shelf now to spend twice as much as we are getting usefully and within the purpose of the law.

Dr. WHITTIER. We have plenty of projects, too.

Mr. FORD. Thank you.

Now, in every hearing so far, we have also touched, although it is not in this particular piece of legislation, on the question of the transfer of Office of Economic Opportunity educational programs to the Office of Education. There is a slight difference of opinion.

It may be just semantics when you get down to it, whether Head-start, for example, is truly an educational program or whether it is something more.

You can argue that it is an educational program even with all the other things, and that should be part of education. But there are