

This lack of space has prevented school systems from making the most efficient use of funds and has led in some instances to the spending of money for programs which do the least good. The pressure to spend the money has led to impractical and unnecessary programs in some instances. Such money could have been spent wisely had there been available space in which to set up special classes for the mentally handicapped, special remedial programs, and enrichment programs. For instance, we have one class for educable children (IQ's 50 to 80) in our system; with space available, there could have been 10 or 12 of these very much needed units.

7. Local school districts should be allowed funds for administering title II of the act.

8. It is my understanding that title V of ESEA may be amended to include a section B which would permit the Governors of the States to set up a special agency to plan for education. Far too much politics already exists in school management and planning; this will invite and encourage even more. This type of planning could best be done through the already existing Department of Education, where machinery and trained personnel are available for that purpose. It would appear that the suggested \$15 million annually for 5 years is an exorbitant amount for this program.

9. Headstart is the best program in all of the categorical aid programs. It should not be tampered with by community action committees who are neither trained nor qualified to recommend employees to superintendents of schools. To demand or require the superintendent to choose employees from their recommendations is inviting weakness and discord in the program.

10. It is the belief of school administrators in Kentucky that the U.S. Office of Education should be the sole agency for the administration of education legislation. At the annual midwinter meeting of the Kentucky Association of School Administrators, the following was one of the resolutions passed by the group.

Federal Aid to Education—This association recognizes and supports the growing National interest in education as exemplified by the Congress of the United States in its passage of the National Defense Education Act of 1958, the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, and many other laws which provide for national support of education. We are concerned, however, with the wide proliferation of responsibility for administration of these laws among so many different agencies of the Federal Government.

The United States Office of Education should be designated by the Congress as the sole agency for the administration and implementation of all laws affecting education. All such laws should clearly state that the U.S. Office of Education shall administer such programs, below college and university level, through the various state departments of education in accordance with State Plans which clearly provide that the intent of Congress shall be completely fulfilled. The Congress of the United States should not tolerate guide lines for State Plans which promulgate the bias and theories of individuals or agencies which go beyond the laws enacted.

11. The suggested plan to use one-half of the national average of per pupil expenditures for education as a new base for distributing funds under title I is sound. This would enable the purpose of the act to be carried out in the education of the disadvantaged child rather than merely dividing the funds.