

Chairman PERKINS. Is Congressman Stubblefield here? He was sitting here a moment ago.

Go ahead, Marvin.

Mr. DODSON. The next witness, Mr. Chairman, is Mr. Frank Vittetow, of the department of education in Kentucky.

**STATEMENT OF FRANK VITTETOW, ASSISTANT SUPERINTENDENT,
BUREAU OF STATE FEDERAL RELATIONS, DEPARTMENT OF EDU-
CATION, FRANKFORT, KY.**

Mr. VITTETOW. Mr. Chairman and members of the committee, I am Frank H. Vittetow, assistant superintendent of Public Instruction for State and Federal Relations, Department of Education, Commonwealth of Kentucky.

On behalf of Dr. Harry Sparks, superintendent of public instruction and the department of education, may I express my appreciation to the members of the Committee on Education and Labor for the privilege of appearing before you. Too, may I thank this distinguished body for the courtesies that have been extended to the department of education and to the public school districts of the Commonwealth of Kentucky.

Much of the present strength of the United States has come from a diversified and free public school system. The desires on the part of the local school district to dare to be different: to follow the dictates of its own educational insights, as well as to perpetuate the mores of the community of which it is a part—is bedrock to the democratic tradition.

The dedication of local school administrators and teachers and staffs to provide an adequate system of education for the Nation's children cannot be measured in dollars or formal measuring devices. The measure of such dedication at all levels of the school structure in the future will continue to be determined by such factors as morale, freedom of choice, and participation in decisions that are rightfully theirs by tradition and proven service to the Nation.

It has been stated on numerous occasions that America may be in a period of transition. If this be true, we should pause, reflect, and examine very carefully the process of transition. It is sometimes recognized that a process, in itself, is often more important than the end result which is being sought. It is in this context that the speaker would like to respectfully review some of the concerns of Federal aid to education and offer some recommendations on behalf of the department of education relative to the proposed H.R. 6230.

The process of administering, and the evolving philosophy on the part of the U.S. Office of Education, seems to be developing a general tendency to draw more and more attention away from the desired end result of providing well qualified teachers in a well built and adequately equipped classroom for 25 to 30 well nourished and highly motivated children in an increasingly complicated society.

To assist in the elimination of some of the basic frustration and general concern of school officials in Kentucky relative to certain aspects of Federal aid to education, the following types of general recommendations are respectfully offered: