

Mr. Dodson?

Mr. DODSON. Thank you, Mr. Chairman.

Mr. Chairman, at this time I would like to present to this group a Kentucky legislator from Hardin County who came along to keep Mr. Burkhead straight—Sam Watkins. Sam is a very good friend of our down in the Kentucky Legislature. He is here today to hear our testimony.

Chairman PERKINS. I am glad you are up here.

Mr. WATKINS. Thank you very much, Mr. Chairman.

Mr. DODSON. The next witness is Dr. Richard VanHoose, superintendent of not only the largest school system in Kentucky but the fastest growing system in Kentucky.

**STATEMENT OF RICHARD VAN HOOSE, SUPERINTENDENT,
JEFFERSON COUNTY PUBLIC SCHOOLS, KENTUCKY**

Mr. VANHOOSE. Mr. Chairman and members of the committee, I am Richard VanHoose, superintendent of the Jefferson County schools, a system employing over 5,000 personnel to serve 75,000 children enrolled in the public schools of a suburban, metropolitan area of Kentucky. Fifteen years ago our pupil membership was less than 20,000. Since that time, we have grown at the rate of 3,000 to 6,000 pupils a year. Next year we expect to enroll 82,000 or more, so you can see that we are blessed with the advantages and disadvantages of phenomenal growth.

We appreciate the contribution the Federal Government has made through the legislative programs you are now considering, and we are aware of your desire to strengthen these programs. You are acting wisely when you invite an interchange of thought from those who have had the responsibility of using the funds that Congress intended to help the schoolchildren of this land. We believe they have been helped. We believe, as you do, that this legislation can be improved in the light of our experience of our past few years, and we are most grateful for the opportunity to offer suggestions as you consider amendments to the Elementary and Secondary Education Act.

In setting up programs funded by Public Law 89-10, our biggest headache has been the delay in receiving guidelines, authorization, and final allocations, as well as some confusion caused by conflicting directives. Poverty qualifications are defined one way by the Office of Economic Opportunity, and another by Public Law 89-10. Paperwork in connection with these programs is extremely heavy, and is further complicated in some cases by requests for information not included in the original guidelines.

We realize that legislation alone cannot break this logjam of paperwork. We are sympathetic to the need for good planning and for an evaluation that will show how well the project did what it set out to do. We believe consideration might be given to placing the administration of all educational legislation under the U.S. Office of Education.

It would eliminate some of the present confusion about communicating with Washington. Hopefully, it would also eliminate some of the