

school districts the last 2 years, and see how many of them are being defeated.

Mr. FORD. Eighty-six percent of the bond issues floated last year passed.

Mr. SPEARS. There are quite a number of them in the California area where you have nothing but homes to tax.

Mr. FORD. Not operating funds?

Mr. SPEARS. These are operating funds with which they are getting their tax base raised in order to put more money in the budget, and those are things you have to look at. I think definitely there are taxpayers in this country who feel that now that Federal money is coming along they may very well not have to spend so much. It is not that they should take that attitude, but there may very well be that type or reaction in certain communities. But this money you are giving us is not for all of the children. It is for a certain element of the children, and generally, as you know, the heavy load is in title I; and title III is somewhat different, of course, but again I would like to close my testimony by saying, give us funds for 2 or 3 more years, put them ahead that far and see what we have and then we will have something to evaluate.

Trying to evaluate a child's education in 1 year, I can't sit here and mislead you people as to what we can find out about it.

Chairman PERKINS. Did you have a statement you wanted to make?

Mr. KEITH. I might say the infusion of funds for the Elementary and Secondary Education Act has enabled us to do many things we have not been able to do before. If we could get the money a little earlier it would be helpful, and, too, if we could have some capital outlay funds in title I. Most of the suggestions have already been made. The teacher shortage situation that you hit on for the handicapped, I might mention we have an extreme teacher shortage everywhere—I guess as bad as it has been since World War II—and it is particularly true for this under the handicapped. I am sorry we can't give you this evaluation.

We had two projects in kindergarten. I can report as a result of Federal interest in education—the impetus that it gives—it looks like our general assembly for the first time will make State aid available for kindergarten. So it is having an impact on the things, you do maybe more than you know.

Chairman PERKINS. Mr. Ayers, any questions?

Mr. AYERS. No question.

Chairman PERKINS. Mr. Daniels?

Mr. DANIELS. There is a statement in the center of page 9 which recommends that the Manpower Development and Training Act program be transferred to HEW rather than maintaining it in the Labor Department where it is at the present time.

When that act was originally conceived and adopted, its purpose was to upgrade the skills of the workmen. It was subsequently amended primarily for the purpose of improving their reading and writing so they could read plans and sketches, but primarily it was upgrading their skills.

Why do you recommend that it be transferred to HEW?

Mr. STIMBERT. Speaking from our own situation there, as far as the Manpower Development and Training Act is concerned, I say in the statement here that education has been working with these particu-