

made—with the ultimate decisions still made at the national level? Or, will these regional offices truly eliminate red tape by being given decisionmaking power?

What effect will the proposed extension of decisionmaking power to regional offices have on state departments of education? Will this increased authority of regional offices mean ultimately that federal education programs may be administered directly to the local district, thus bypassing state departments of education? If this is possible, then the NSBA would be in opposition to such extension of authority to regional offices. The 1966 Delegate Assembly reaffirmed its position on governmental participation in education as reflected in the following statement:

American Education—a local function, a state responsibility, and a federal concern.

The NSBA believes that all money which comes from the federal government to the local level should be channeled through the state department of education. The state department of education will be weakened and cease to have a viable function in regard to many of the programs for local school districts unless this procedure is continued.

A *fourth* matter of interest to the NSBA is the role the United States Office of Education may have in promoting plans for nationwide testing, such as the proposed National Assessment Program presently sponsored by the Carnegie Foundation and others. The implications of such testing programs are serious and require thoughtful study by all those who will be affected—school boards, administrators, teachers. While there is no appropriation in the educational legislation passed during the last session of the 89th Congress for assessment purposes, this is no guarantee that appropriations previously asked for in the budget will not be requested to be reinstated in the future. While it is true that representatives of educational groups have been invited to meetings on the national assessment issue, NSBA believes that any possible national testing programs must have the wholehearted active support of groups professionally and legally responsible for public education.

As a *fifth* point, NSBA has an interest in the role of the United States Office of Education in relationship to the development of curriculum materials. If the United States Office of Education has a role in this area then the people who are working in the field of education should be consulted about developing plans. Private interests which are not directly responsible for education should have an incidental role in the development of such materials. For example, legitimate questions are being raised concerning governmental subsidization of the development of curriculum materials by profit-making organizations.

The National School Boards Association, as the representative of local boards and state association, has a continuing interest in the development of federal education legislation. During the past two years the National School Boards Association has testified on the Elementary and Secondary Education Act of 1965, the National Teacher Corps Bill enacted in 1965 and the Judicial Review Bill proposed in 1966. Over a period of years NSBA has developed a set of policies concerning the beliefs of the Association about the principles underlying federal aid to education. For years the NSBA has supported certain kinds of categorical grants in which the federal government seeks to promote special programs in local school systems. NSBA recognizes that there are certain education issues that transcend state boundaries and that the federal government has a legitimate interest in developing programs to meet the needs of national defense and the special needs of groups of citizens. At the same time, however, the NSBA has some concerns about the impact of too many categorical aid programs upon school systems. It is possible that, if these kinds of aids are continued without additional unearmarked aid being given, the curriculum may be unbalanced in support of special programs to the neglect of the general program. Therefore, at the 1966 Delegate Assembly of the National School Boards Association, a policy in regard to general aid to education from the federal government was adopted. This statement reads as follows:

"The federal funds appropriated for public educational purposes should include funds in the form of general aid administered without federal control through the United States Office of Education and the appropriate state agency in accordance with state policy."

A general aid program would provide the maximum kind of flexibility through which state and local school systems can meet the needs of particular localities. In addition to support for certain categorical aids as well as general aid, NSBA