

thing must be done to insure that local school districts know well in advance the amount and the source of funds that will be available to them to operate their educational programs. This is not a problem which is unique to the Elementary and Secondary Education Act. It is a serious weakness in all federal legislation affecting schools. The effectiveness of NDEA, which might be considered the grandfather of modern federal aid, is hampered by this problem. For example, the Los Angeles Unified School District submitted proposals under Title III-A of the National Defense Education Act in April, 1966. The district was notified that these proposals had been approved in January, 1967, and that equipment called for must be purchased and delivered before June 30, 1967. This is a requirement that is impossible to meet because certain types of equipment simply cannot be produced and delivered by the vendors by that date.

We are all concerned about the educationally deprived children, youth, and adults of our school districts and of the nation. We are all concerned about developing effective, meaningful programs to aid these pupils. However, unless Congress takes the necessary steps to make it possible for local school districts to receive early notification concerning approved projects, accompanied by binding commitments, we will fail.

Mr. DAILARD. San Diego is one of the smaller of these groups, although in talking for the three California cities that are members of the group, we are talking for almost as many students as Dr. Donovan brags about, so we feel it is important.

San Diego is a K-14 district with an enrollment of approximately 140,000, 25 percent of which are federally connected under the definitions of Public Law 874, so we have substantial interest in the continuance of that law.

More than that, however, we are operating programs and using funds from 21 sections of 10 other Federal statutes. In total, we receive approximately \$10 million this year, or 12 percent of its operating budget.

We have submitted for your examination and for the record a little booklet in which we have tried to describe the use of these programs. We feel as you examine it you will find that there has been progress made in satisfying the national interest as defined in the statutes; that there has been progress made toward meeting the educational needs of the citizens of the local community; and that local control and direction of the educational program has not been weakened or compromised.

All the programs, as far as content, emphasis, method of teaching, materials, and personnel, have been locally planned and directed. I would not serve you well, however, if I merely talked about this, although we think this demonstrates the successful achievement of a constructive alliance between the Federal Government and one community. I want to talk about some of the problems we have encountered.

First, there has developed, out of these 11 laws under which we are developing, a redtape syndrome that is becoming serious. Under Public Law 874, from which we receive about half of the \$10 million we receive, or a little more than half this year, we need to identify the eligible children, verify the eligibility, and file the number.

We get the money and it goes into the general fund. We use it without restriction or postaudit. For the other half of the money last year, we filed 160 separate applications which were highly detailed, for which there was no little common base and, further, when the funds were granted, they must be expended through special accounts, and we had to set up special routines through our operating division, our