

a general basis, our choice of activities would be the same as we do for local and State money right now.

I recognize that this is different from State to State, and I recognize that Congress had certain desirable objectives in mind when it categorized the aid. In many cases, I am sure it forced certain States and school systems into activities in which they had not engaged before, but I believe that as this matures, and as these thrusts have been made now, that the general aid would be of more benefit to us in the long run, and give us more local freedom to accomplish the objectives we each have which are just a little bit different in each city.

Mr. QUIE. How about the formula of the amount that you in the large cities would receive, particularly New York would receive? Do you have confidence that your State department of education would make the wise decision, or do you think it would be necessary for Congress to write some guidelines into the legislation to make certain that the large cities who still feel, I understand, that they are outvoted in the legislature, would get their equal treatment?

Mr. DONOVAN. I would think in moving toward general aid, there could be some general guidelines set by Congress. I would trust the State of New York, the State education department, in its growing awareness of the problems of cities and the much better relationships we have had in the last few years, to do an honest job in the division of funds, but I know what the pressures are, and I know that while the cities are outvoted in the State legislatures, there are pressures upon the State education department that are hard to fight against, and I would think that Congress would be right in setting, as I indicated in my testimony, some broad limits within which this would have to be operated, and then leave the rest of it to the State department.

This, I think, too, is a matter of growing awareness in education, as we all work together, and have begun to work together more than we ever did in the past. There was a time when we never even talked to the U.S. Office of Education. There was a time in New York City when we never heard of the U.S. Office of Education, and they never heard of us, apparently, and now we are talking regularly. Regularly we are talking, and talking on a better and better basis, all the time, more informed basis on both sides. I think this grows.

Mr. QUIE. You would not have to talk as much, though if you had general aid, as you do now, with all these myriads of categorical aid programs?

Mr. DONOVAN. That is right, sir.

Mr. QUIE. So it would cut down the conversation a little bit. What about the rest of you other three gentlemen? Do you have the same confidence in your State department of education as Mr. Donovan does, recognizing that New York does have a pretty competent State department of education?

Mr. WHITTIER. Well, I think we have to accept the premise that we are all interested in strengthening the State department, so I would say that again it is a matter of a preference of location, of where you are going to have some operational decisions, and I would think that also, because of the fact that it has got to tie into the other kinds of State aid you are going to get that it makes more sense to tie it together at this point. And it is true that there will always be