

from quarters that have been in the past against any kind of Federal aid.

We are now going to be advocating general Federal aid, whatever that means. I thought before I came to this committee I knew what it meant but I find it is one of those things with a tremendous number of very fine niceties in it. You have to be extremely careful that we are talking about the same definitions when we extract opinions from one another.

I hope you will keep in mind as you discuss this a little further what the total impact of the Elementary and Secondary Education Act represents in terms of a percentage of total cost of education in various parts of this country. Going to the very bottom of the scale, for example, if we were to fully fund this legislation as we had authorized in legislation in 1966 for fiscal year 1968, we would only be giving California 6 percent of its educational budget.

As a matter of fact, we are giving California in this legislation something less than 3 percent of its budget. There are States that without the 40-percent limitation in this bill would be receiving a greater percentage than that of their total budget just from this legislation.

When you couple that with some other form of Federal aid we have a number of States that at the present time are receiving more than 50 cents on every dollar spent for education from the Federal Government.

This is not true in any of the States, I believe, represented by the members of this panel here today. Recognizing that we have a very limited amount of money in terms of these percentages to spend in a number of places would you feel that, even if title I funds did not have some guidelines directing them toward specific attendance areas or specifically identifiable educationally deprived children, this limited amount of money would add, if anything, to the already ongoing effort of the overtaxed local funds?

I might add this factor also before you respond: For the purpose of this discussion I hope you would not confine yourselves in evaluating general aid and categorical aid to the categories that we have thus far delineated.

There are many opinions in the Congress that some of the more important categories have not yet been added. For example, Mr. Perkins and Mr. O'Hara and I have legislation which we held hearings on which designated as a category of educationally deprived children those in obsolete, overcrowded, or nonexistent classrooms, the rapidly growing school district, the school district faced with population shifts and the school district with exceptional problems and the lack of local resources.

These are categories that we might hope would be added as we go down the road and get more money. Would we be more likely to reach the pressing needs of the overcrowded classroom, the obsolete school, within the districts that you represent, by continuing the categorical approach or by simply adding more money without any definition assuming we are only going to add in the magnitude of maybe double what we are proposing to give you this year?

Dr. WHITTIER. I think it is a little speculative but I would think that to continue support in a manner that will give us additional