

It would appear that we just don't quite have our choice these days. Therefore, we as people here today may appear to be against what we are for really at times but we do need more money generally for education.

We would like to have more freedom with that money. However, we have expressed an honest opinion that maybe it would not always be used for purposes that you might want it used for. So this is the argument for the categorical aid. All things being equal, I think we would all say if we could have enough to really educate the children in our school districts we would like to have a general no strings attached.

We know that that is quite impossible.

Mr. BELL. I also noted that you all indicated that it is very important that the amounts and the decisions so far as this committee is concerned and as far as the Congress is concerned be made early so that you can make your plans.

Did you specifically indicate the time limit? What do you think is the time limit that this matter should be decided to place you in the position when you could use it in the most efficient manner.

Dr. WHITTIER. As early as possible. We would like to have it known at the time we are forming our budget so that the whole process could be done at once.

Mr. BELL. What would be the latest time?

Dr. WHITTIER. For example, our budget will be published in the next couple of weeks. If we had our choice, we would have known about it in the last month and a half at the very latest.

Chairman PERKINS. Mr. Quie tells me that he has a 4:30 appointment. If you would yield, Mr. Bell, he would like to ask a question.

Mr. QUIE. I would like to ask you, now before you leave, your reaction to the change in Public Law 874 and also some of the problems you are having in the Minneapolis School District, and how this could affect you.

I think that would be helpful to us.

Mr. BEVIS. Thank you.

I am not sure how the others are affected by this particular part of the 874 but in Minneapolis we are not able to come in with a total of 3 percent.

Currently we have one student over enough to bring us into 3 percent but we are assuming that by the time the regulators of the regulation get through with us we won't have our 3 percent.

So, looking at the new regulations that allow us to come in with 400 students or more. At this point we will come in with somewhere around 2,000 students.

We have currently lost a 16-mill referendum which left us in dire political straits as you might imagine. In addition to a change in the tax base, not an unusual one.

I think Cleveland had the same sort of thing, with a change in the base for industrial and business establishments and for homes, one being at 40 percent, the other being altered to 33 percent, leaving us again with a serious deficit in the amount available.

But this being a side issue, the issue is that if there is money available, and I understand there is not, for those coming under the 400