

Mr. JOHNSON. My understanding is completely consistent with the objectives of the Congress: That you educate the youngster where he is, that you provide it whether he is in an affluent community or whether he is in other places. I think it is particularly wise also that you have permitted us, who have completely desegregated our schools, and have a quota, that this program may go into each one of our schools and not be restricted to simply geographic area where poverty does exist.

Chairman PERKINS. I want to say that Ogden Reid is always using this approach. He is one of our dedicated Members who has contributed much in the improvement of the legislation.

Mr. QUIE. Would the gentleman yield on that point?

You know, New York is one of the wealthiest States in the Union. How does Westchester County rank with the other counties in New York?

Mr. JOHNSON. It would be in the upper two or three.

Mr. QUIE. Probably in the upper one, too, wouldn't it, at times?

Well, New York has been getting three times as much money per child as Mississippi. I happen to be one of those with the opinion that if it is the top two or three in New York and New York is the richest State in the Union, there ought to be sufficient revenue there. We must be getting our money from Westchester County to send back up to Westchester County again.

Mr. JOHNSON. We don't give very much of it back, however.

Mr. BRADEMAS. In defense of our other colleagues, I would observe we have 10 minutes left. There are three members who have been here since 9:30 and I would ask unanimous consent that each of them be permitted to question the witnesses for 3 minutes each.

Chairman PERKINS. Mr. Hathaway.

Mr. HATHAWAY. Thank you, Mr. Chairman.

There is one question I would like all of you to comment on. That is on categorical versus general aid to education. I would be interested in having your observations on it.

Mr. STAPLETON. I will make this general observation, that we have discussed this question and our feeling is somewhat that the categorical has given us some target areas to focus on and that some of the programs we have developed, reading programs, what have you, all of the programs that again have been indicated here today, have been brought about to a certain extent by categorical aid.

I recognize that many people would not agree with this, but this is, as I say, something we discussed and felt was a plus for categorical aid.

We would want to show that as a point.

Mr. HATHAWAY. Thank you very much.

Mr. HAZLETT. I believe in both the categorical and general aid. Categorical aid has the advantage of stimulating, I think, school systems on a national basis in terms of meeting certain national goals which might not otherwise be crystallized as being in the apparent need that they are.

But I think also the school systems across the country need a general uplift of meeting the ordinary demands of financing public schools. There is great need every where, I think, for restructuring the entire tax system that supports schools, traditionally on local real estate to a large extent.