

These changing conditions present new problems, and challenges to school administrators and teachers who must devise new concepts and teaching techniques if they are to satisfy the educational needs of schoolchildren and the demands of their parents. AASA strongly supports and urges continued Federal aid to education.

There is little question that education throughout the Nation has been considerably strengthened by the help we have received from Congress. We are particularly grateful to this committee and to its counterpart in the Senate. Without your dedication and hard work the educational legislation would have been far less workable than it has proved to be. Our schools are truly in your debt.

However, I would respectfully draw to your attention those aspects of continued or amended Federal legislation concerning education which are of particular importance to school systems across the land.

There is need for increased Federal aid. Dr. Bernard Donovan, superintendent of New York City school system, appearing before this same committee last week, stated at that time only 7 percent of his total funding was Federal dollars. We in Memphis receive even a smaller percentage of our total operating budget from Federal sources. However, again, without these funds we would have had to curtail many, if not all, of the special services we are giving, particularly to the children in our disadvantaged areas under title I of the Elementary and Secondary Act.

In order to permit the flexibility which is needed to attack the educational problems—problems which vary from State to State and region to region—we hope that Congress will look more and more to the provision of general Federal aid. There is no question but that the Federal Government has the right to set broad limits within which this Federal aid would operate. We merely wish to point out that the continuance of a large variety of categorical aids makes it most difficult for the school administrator and the board of education to carry out programs of education in priorities determined by local needs.

We realize that this committee is aware of the general versus categorical aid dichotomy. We further realize that it may be necessary for the Federal Government to continue the use of categorical aids temporarily for special purposes in order to achieve the certain desirable outcomes. However, the basic provisions for the schools would be more desirable in the form of general aid, supplemented by any necessary special aids.

During the period when categorical aids must be maintained until such time as general aid can be acceptable, it would be extremely helpful to the many school systems if the prescriptions on each of the categorical aids would not be so excessive as they are at present. We are speaking not only of legislation prescriptions but the guidelines followed by the administrative sections of the Government as they seek to carry out the legislative intent. As one superintendent recently reported, "We are trapped in the redtape syndrome." The paperwork involved in the application for funds and in the conduct of the program requires a disproportionate amount of staff time which would be put to more productive use.

Those of us represented here today, and the organization we speak for, are greatly concerned with several other aspects of the funding