

Perhaps the way we ought to proceed is to have Dr. Mattheis speak first and then afterwards get to Dr. Byrne because I would like to talk to Dr. Byrne and I imagine you would, too, specifically about the Teacher Corps.

Chairman PERKINS. You may proceed Dr. Mattheis.

STATEMENT OF DR. DUANE MATTHEIS, COMMISSIONER OF EDUCATION, STATE BOARD OF EDUCATION, ST. PAUL, MINN.

Mr. MATTHEIS. Thank you very much, Mr. Chairman, members of the committee, and Congressman Quie, in particular. I appreciate very much the kind introduction from the gentleman from Minnesota. I did have the opportunity as superintendent of schools of Minnesota of voting for the Congressman. I am not in his District anymore so I appreciate the kind comments you have put my way.

I am Duane Mattheis, commissioner of education for the State of Minnesota. I am very pleased to have this opportunity to present testimony to you today regarding the Elementary and Secondary Education Act Amendments for 1967. Although the testimony will relate primarily to the amendments, I will also be commenting on those portions of the act not involved with amendments.

At the outset, lest my criticism and suggestion convey something to the contrary, let me say that I have long been a strong advocate of Federal aid to public elementary and secondary education.

I would also have to say that I have been, and am becoming increasingly so, a strong advocate of general Federal aid for public elementary and secondary education rather than categorical aid.

Categorical aids tend to treat all districts and States the same, distort balanced educational programs, develop unnecessary and undesirable administrative bureaucracies and generally—especially with portions of ESEA 1965 and some of the 1967 amendments—retain too much control and direction for local school district and State educational agency decisions in the U.S. Office of Education.

Another general comment might even be appropriate at this time. It deals with the matter of amendments as well as the President's message on education and health and the concern of most of us in education at a time when Federal financial participation in public elementary and secondary education is increasing rapidly.

That matter is the timing of renewal of acts along with authorization and appropriation of funds. Much has been said about the schedule of funding and appropriations by the Congress. I only wish to add my request to the many I am sure you have received in recent months that this matter receive your most careful attention and consideration.

It is impossible for the school districts of our State to effectively and efficiently expend available Federal educational dollars if they continue to be appropriated just prior to or, as has been the case in the last 2 years, after the opening of a school year.

I realize there are some problems regarding the possibility of the Congress making any kind of a funding decision in the spring of the year, which would be the most desirable and effective situation as far as the school districts and State departments of education are con-