

cational role. Traditionally the Federal Government has been viewed as a sympathetic although inactive supporter of public education.

Now it is playing an increasingly important role in the formulation of educational policy and its financial participation, although still relatively small, is expanding rapidly. Despite its new importance in educational affairs, the Federal Government has continued to relate with existing educational agencies along traditional lines, through the exclusive use of categorical aids.

I would like to consider with you some of my thoughts about the direction in which the Federal Government should move in order to permit a maturing of relationships between the Federal and State and local educational agencies. Then I wish to make specific recommendations concerning amendments to existing legislation.

Many of the views which I express are similar to those contained in a position paper on Federal aid to education developed by the committee on school finance and legislation of the Western New York School Study Council. Over 60 school boards in the eight western New York State counties hold membership on this committee. These boards are responsible for the education of nearly 300,000 children. A copy of their paper is attached for your information. Although I serve as an adviser to that group, I am not appearing on their behalf. I claim sole responsibility for the comments which are about to be made.

Because my remarks focus upon means I consider appropriate for improving existing legislation, they may have a negative flavor to them. I am sure I share the feelings of the majority, if not all, of your committee that the Federal Government has a strong interest in, and indeed a responsibility for, the welfare of the Nation's elementary and secondary schools.

Therefore, I wish to state emphatically at the outset that I see the legislation passed by recent Congresses as having accomplished much that is good. It has made available resources which have enabled thousands, perhaps millions, of youngsters to get a decent educational break for the first time in their lives. It has shaken up the educational establishment and has encouraged new thinking on old educational problems. It has encouraged the development of a community-wide view of education. It has enabled all districts to become innovators in education, not just the financially able.

A survey made by Project Innovation, the regional planning center for western New York funded under title III of the ESEA, has revealed that over 90 percent of the innovations reported by school districts of the region were federally aided.

On the other hand, all is not well with these acts of legislation. Three weeks ago when I was discussing this subject with my Congressman, Richard D. McCarthy, of the 39th New York Congressional District, I was appalled to learn that he had not received a single letter in support of the accomplishments of the ESEA legislation.

This is probably because of the great frustration on the part of educational administrators and the public alike, not with the intent of the legislation, but with its administration. Unless immediate relief from some of these frustrations is provided, I am afraid that the realization of the objective of substantial Federal support of education will be greatly delayed.