

government with one which is made in Washington. I would also urge that you take such drastic action only when there is no reasonable doubt that Washington is in the best position to make such decisions.

Antiequalization effect. Categorical type aids often have an antiequalization effect, that is poorer and smaller districts are at a disadvantage compared with richer districts in securing such aids.

Categorical aids normally require a written proposal for each project for which aid is sought. Federal or State officials use these proposals to judge the acceptability of the project under the criteria established in the enabling legislation. Poorer and smaller districts as a rule neither have the quantity nor quality of personnel to compete for Federal moneys in this fashion.

A matching fund requirement often accompanies categorical aids. This is the case with the NDEA legislation, but fortunately is not the case with ESEA. Poorer districts are again at a disadvantage compared with richer districts in raising the necessary local monies to qualify for supplemental moneys. When it is the view of Congress that its objectives can be accomplished only through categorical type aid, the Federal Government should finance completely the projects involved as it does with ESEA.

Administrative inefficiency. A third weakness of categorical aid is in its administration. It is a very inefficient means by which to distribute public moneys. It requires a large number of administrators, a large number of forms, and a large number of files. The New York State Education Department requires approximately 30 times the manpower to distribute \$1 of Federal aid than is required to distribute \$1 of State aid. The State aid is principally of a general aid nature.

A similar situation is developing in local school districts. Within the past year many administrators have been appointed at this level whose sole purpose is to keep abreast of developments in the Federal arena and to write, submit, and revise proposals to qualify the district for Federal aid to education—this, despite the fact that in most districts only about 5 percent of operating costs will be met through Federal funds.

Can you imagine the administrative bureaucracy that would be necessary if Congress should decide to substantially increase its support of education within the limits of categorical aids.

A shortage of competent professional personnel existed prior to ESEA. ESEA unnecessarily aggravated the situation by creating many administrative positions of limited utility. To further compound the staffing situation, because of the tenuous nature of many federally financed programs, it has been necessary to pay certain personnel premium salaries in order to encourage them to take the risk.

Difficult to integrate. A final general weakness of categorical aids is that it is difficult to integrate the projects they finance into the regular on going educational program. In order to qualify for aid, an activity must be artificially separated from the regular program, at least for accounting and evaluation purposes and often for other purposes such as employment of personnel. It is also difficult to do long range planning for such projects because of the tenuous nature of their financing.