

Very often people write us when they are unhappy with the administration of programs but don't if they are happy so maybe the reverse could be said.

Dr. SWANSON. If I may elaborate a little bit more on this conversation. I did not put the other aspect of it in. There has been much controversy over certain distributions of the money and to the red-tape and this sort of thing. He had heard this type of feedback. However, there had not been the positive feedback of the good which had been accomplished through the programs.

Getting back to your other statement concerning the fact that 90 percent of the innovations were funded under Federal aid, I think what this indicates is that local school districts if they are given the resources are able to innovate and to establish good programs.

With the money which they have through the State and local agencies, they are able to operate a normal on-going program.

Mr. BRADEMAs. Then why don't you vote more money at the State level for innovation purposes?

Dr. SWANSON. We are asking that the resources of the Federal Government which you must admit has the broadest and strongest tax base of any State join with the tax base of the State and with the tax base of the local level and together we need to provide an adequate level for innovative purposes?

What we are indicating here is the money can be put to good use and local officials have shown that they can use this money profitably.

Mr. BRADEMAs. I fail to see the validity of that argument.

Dr. SWANSON. In the case of New York, it is difficult to say they are not putting forth a good deal of effort.

Mr. BRADEMAs. I did not say that you were not.

I note also you say on page 3:

I suspect you have underestimated the ability of the existing State and local machinery for providing you with adequate assurances of the proper use of these funds.

Again I would like evidence. Indeed we had some evidence in here these last few days when Dr. Miller came in with his survey of title III programs and showed that there was almost no leadership of an effective and aggressive kind being given by State departments of public education. You may suspect we have underestimated the ability but once again where is the evidence?

Dr. SWANSON. Once again I can point to the State of New York where there is a strong education department.

Mr. BRADEMAs. That is true but we all know New York has an exceptionally strong State department of education.

Dr. SWANSON. It has been developed through State resources and there is no reason why other States through additional support cannot also develop strong leadership institutions. But all State education departments do have the machinery whereby they can and do enforce the regulations passed by the legislatures of the States. These vary. Sometimes they are extensive and sometimes they are not.

Mr. BRADEMAs. My time has about run out. You say 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. Can you really support that kind of an allegation with facts and figures?