

Dr. SWANSON. Yes. In the State of New York \$1,500 million is distributed to local school districts. It requires 25 personnel.

In the State of New York Federal moneys amount to about \$250 million. It requires 125 persons to distribute this money.

Mr. BRADEMAS. I think you ought to look at your bureaucratic operation in the State of New York.

Dr. SWANSON. The difference is the State money is distributed on a general basis. The Federal money involves what is called an awful lot of paper massaging which requires five times as many people to distribute one-sixth the money.

Mr. BRADEMAS. I appreciate your coming but I am dubious about the assertions you have made and I find very little evidence to support them.

Dr. SWANSON. I would like to comment just a little further here.

Mr. BRADEMAS. I have no more time. I have talked too long.

Mr. QUIE. I would like to use my 5 minutes on this side, too. I think you can see evidence in the U.S. Office of Education with respect to what has happened with categorical programs. With each new program there is a tremendous increase in personnel required. If we go to general aid, there would be strenuous objection because these people would lose their jobs.

Think of all of the people they have reading the projects. I think you are making an excellent point here of the increased work the further expansion of these Federal-aid programs has given us.

One thing I noticed however that you must feel especially magnanimous about Federal aid to the State of New York when you suggest that the aid be made available in inverse proportions to the State's ability to pay for their education. I happen to believe in that myself, but you come from a State which is up there at the top in wealth and in expenditures for education.

Are you able to get by with that politically in New York?

Dr. SWANSON. Fortunately, I don't have to get by. That is why I recognized in my statement it would probably be politically expedient to provide something like \$100 per pupil to take care of the good Congressmen from New York who also have to campaign for reelection.

Mr. QUIE. This is what we found to be a political reality when we changed this.

Mr. Chairman, I won't use any more of my time.

Dr. SWANSON. Could I use the remainder of your time to make one remark that was prompted over here?

Mr. QUIE. Please.

Dr. SWANSON. You said that my statements were not backed by any type of evidence. The statements are backed with really the only kind of evidence we really do have. Let's face it; the Federal Government is a newcomer in education. It has been interested for a long time but it really has not been deeply involved.

However, it has been involved in the northwest area, yes; but it has not been deeply involved in the development of educational systems.

Mr. BRADEMAS. That is a different statement.

Dr. SWANSON. And the financing of them. So we have to draw our experience from the States. There is a pretty lengthy history of State involvement here. We have made studies of this sort of thing.