

Dr. DEHART. It is the responsibility of the State department of education to operate it. In the field of adult education many State departments of education have not yet developed any great strength.

In some of the States here, and in other States throughout the Nation, I daresay there is a great need for improving the State department of education leadership—which present legislation is doing in many areas quite effectively. They are responding but this is going to take time. They just don't have the know-how. They don't have representatives trained in this field. There have not been public relations programs between State departments of education and local school districts and supporting public to know the values of basic adult education.

There again I think the present legislation provides the ways and means of stimulating growth so that the future need not look too black. I don't think the start has been too good in many cases in New England. But I am not entirely hopeless about it.

Mr. QUIE. They said they made the start and there was Federal assistance for administration and now that was being removed and they didn't have the budget.

Dr. DEHART. This, sir, is a very, very vital factor. This has come out of every one of the meetings at which I have spoken conducted by Congressmen, Representatives and Senators, for local administrators; I have attended about 70 of those here in New England. Every one of those has brought out the fact that Federal programs should include money that can be spent for administration and money that can be spent to hire in communities that don't know "grantsmanship," if you will allow the use of that coined term. This would permit them to hire enough expert help to develop applications, do the necessary background research and so forth, so that the small place will have the same opportunity in competition for funds and getting applications in on time as the big city that has research specialists and so forth.

Mr. GIBBONS. Why do we have to have all these fancy, complicated applications? It would seem to me that you could work up forms and then send them out to communities and let them check off what they seem to need instead of having to have some expert come and write up some long-winded program that no active person is going to have time to sit down and read. I don't know who reads all this stuff.

Mr. QUIE. Let me use an example of how a Federal program does as you suggest. The ACP program in agriculture is devised in Washington. It is sent out to the State. There they make the change to make it fit the State. They send it to the counties and they accept the parts that fit them. Locally, they make the decision on what they are going to do, but it is only that which fits them. They don't have to revise it with the high-priced planners.

Dr. DEHART. Simplification of those documents would be a godsend and boon to education. Right there because we have lost one secretary in this freeze we have 83 applications that are just waiting to be typed.

Now that is a long, printed form, and essentially what they have to find is a cost factor and the number of eligible kids to find out how much the local school district gets. But it takes the typist the better part of an hour to type that thing up after there has been a day of fieldwork by the men in the field to bring back the data, and another day to write up the reports.