

also have a long range effect upon the total economy of such areas by helping to create a skilled, literate local labor force which would facilitate diversification of agriculture and attract new industries. The evident long range possibilities for economic improvement would undoubtedly help secure the acceptance and active cooperation of State Houses as well as State Education Departments.

On the proposed comprehensive Educational Planning amendment, we heartily concur in the Committee's judgment that local education expenditures of the magnitude of \$27 billion demand a program of systematic statewide planning and evaluation. I believe the proposed five-year program of planning grants for the States will be of invaluable assistance.

I note that \$15 million would be authorized for comprehensive planning for fiscal year 1968. This is a commendable federal contribution toward a most important need, but at the risk of seeming ungrateful, I would like to emphasize that, *especially in the case of funding on a year-to-year basis*, it is imperative—and I use the word advisedly IMPERATIVE—to enact fund authorization NO LATER THAN JANUARY for any program which is to be operative in schools or in educational planning divisions by the following September. Many school systems and state education departments operate on a July 1 to June 30 fiscal year. They must recruit professional personnel in January, February and very early March if they are to secure competent teachers and specialists. Without a firm, early spring commitment on funding, personnel simply cannot be secured in time, and there are grave delays in ordering supplies and equipment, as well.

Belated funding severely impairs any program and is the most common, most deeply felt criticism of the entire program of federal assistance. The next most common complaint is, as you have heard, *paperwork*. We realize that the local district must be accountable for federal funds, and we acknowledge the right of federal departments and the Congress to require meticulous accounting of disbursements and the manner in which disbursements are applied at the local level.

But let us work together, somehow, to simplify all reporting procedures so that the man hours spent on reports and accounts will be kept to a minimum. It is becoming increasingly difficult for local school budgets to absorb the hidden administrative, clerical, and accounting costs necessitated by many federal assistance programs.

The proposed amendment to the Vocational Education Act of 1963 establishing a five-year program of grants for vocational education is another highly commendable undertaking. On the basis of our experience in White Plains, I would urge that a large proportion of the funds for this program be earmarked for helping public high schools develop comprehensive, well-planned work-study programs, and also for incentives which would encourage business and industry to become and remain fully participating partners in such work-study endeavors.

Another highly desirable application of vocational assistance funds is in the area of guidance and counseling for vocational students from the junior high years through the senior year of high school. Any funds which will strengthen high school job placement services and enhance continuing cooperation between industry and the high schools will be funds wisely invested.

The Committee is understandably concerned that funds allocated to the states on the basis of population age 15 to 19 be limited to programs which will not displace already employed workers or impair existing contracts for services. The Bill would also stipulate that these funds should not be used to pay any part of the compensation of a student working for employers other than public or private non-profit agencies.

It should be recognized, however, that properly supervised student internships in business and industry provide valuable training in many skills and technologies which are not found in public institutions or private non-profit organizations. In White Plains, for instance, we have secured the cooperation of some local merchants in a small-scale local work-study program. One of the unique opportunities which comes immediately to mind is that afforded our students who work with a White Plains furrier, learning the highly specialized techniques of cutting and matching skins for fur garments.

Any work-study program involving private industry must, of course, have built-in safeguards to prevent displacement of workers or substitution of student employees for adult workers who would otherwise be hired. If funds are available for continuous teacher supervision of work-study pupils, however, business firms and industrial concerns might be more receptive toward work-study ar-