

The Elementary and Secondary Education Act has provided funds to strengthen state departments of education. But additional funds are needed—money to improve community, state, and regional educational planning. Nothing can do more to ensure the effective use of Federal dollars.

I recommend legislation authorizing \$15 million to help state and local governments evaluate their education programs and plan for the future.

A better education timetable

One condition which severely hampers educational planning is the Congressional schedule for authorizations and appropriations. When Congress enacts and funds programs near the end of a session, the Nation's schools and colleges must plan their programs without knowing what Federal resources will be available to them to meet their needs. As so many Governors have said, the Federal legislative calendar often proves incompatible with the academic calendar.

I urge that the Congress enact education appropriations early enough to allow the Nation's schools and colleges to plan effectively. I have directed the Secretary of Health, Education, and Welfare to work with the Congress toward the end.

Another way to ease this problem is to seek the earliest practical renewal of authorization for major education measures.

I recommend that Congress this year extend three major education measures now scheduled to expire in June 1968:

The National Defense Education Act of 1958.

The Higher Education Act of 1965.

The National Vocational Student Loan Insurance Act of 1965.

Improving program evaluation

Most of our education programs have been operating too short a time to provide conclusive judgments about their effectiveness. But we should be heartened by the evaluations so far.

Recently, the National Advisory Council on the Education of Disadvantaged Children reported:

"The morale of teachers and administrators in schools with many poor children—their will to succeed and their belief in the possibility of succeeding—is perceptibly on the rise in many of the schools visited. More teachers than ever are involved in an active search for paths to success. The paths are not all clearly visible as yet, but decidedly the search has taken on a new vigor."

The council did identify problems and weaknesses in the school districts. Our efforts to identify shortcomings and to assess our progress can never be fully effective until we provide sufficient resources for program evaluation.

I have requested \$2.5 million to assure careful analysis of new programs so that we can provide a full accounting to the Congress and the American people of our successes and shortcomings.

The Education Professions Act of 1967

Our work to enrich education finds its focus in a single person: the classroom teacher, who inspires each student to achieve his best.

Next year, more than 170,000 new teachers will be needed to replace uncertified teachers, to fill vacancies and to meet rising student enrollments. Moreover:

There are severe shortages of English, Mathematics, Science and elementary school teachers.

More teachers are needed for our colleges and junior colleges.

Well trained administrators at all levels are critically needed.

New kinds of school personnel—such as teachers aides—are needed to help in the schools.

By 1975, the nation's schools will need nearly two million more new teachers.

To help meet this growing demand, the Federal government has sponsored a number of programs to train and improve teachers.

These programs, though they have been effective, have been too fragmented to achieve their full potential and too limited to reach many essential sectors of the teaching profession. Teacher aides and school administrators have not been eligible to participate.

We must develop a broader approach to training for the education professions. At the state and local level, education authorities must have greater flexibility to plan for their educational manpower needs.