

metropolitan planning in areas covering one or more States; the improvement and expansion of the planning and evaluation capacities of large city schools; comparative and cooperative studies; conferences to promote educational planning; and the publication of materials to disseminate information concerning the planning of better educational services and programs.

The authority established in this Section will enable the Commissioner to bring the best resources of the Nation, in the form of brainpower and technological training, to focus on the solution of the stubborn and difficult problems related to the planning of educational programs for the future. The results of such probing can then be made available to and shared with all States. Such a technique does away with unnecessary replication of the study in several different States. The value of this kind of authority has been proven with the special project provision contained in Section 505 of Title V. For example, we have supported a study wherein a group of eight Rocky Mountain States identified the common problem of foreseeing the prospective changes in society by 1980, and then tried to draw the necessary implications from their findings to provide guidance in the design of educational programs. Without this interstate authority for special developmental projects, this project would have been beyond the means of the interested States, and could not have come into being.

The authority given to the Commissioner in this proposed Section will provide the opportunity to utilize the technology and brainpower of both profit and non-profit organizations capable of making a significant contribution to the solution of problems. In addition, this arrangement would enable the Commissioner to develop and fund special projects with various commissions and professional associations. One such project is now being funded out of the salaries and expenses appropriation of the Office of Education. In this study, the Council of Chief State School Officers is completing a study giving thorough treatment to the historical development of State educational agencies, thus providing a basis for determining their needs and evaluating their progress.

This Section would also enable the Commissioner to provide planning funds for the design of educational programs through a mechanism such as an interstate compact.

The problems associated with educational planning for metropolitan areas are sufficiently alike to warrant some interstate activity. If the States and local agencies wish to align themselves in such a way that an educational planning project could be efficiently administered, the authority provided the Commissioner in Section 524 would enable him to fund such an activity; it would have an impact across a metropolitan area that could affect several States. Title V, while exemplary in its way, is too limited in scope for the job that needs to be done.

Interstate grouping such as the Southern Regional Educational Board, the Compact of the Western States, and the New England Board of Higher Education could receive grants under this program and be enabled to make a significant contribution to their regions in planning for educational programs, establishing objectives, arranging for sharing professional planning personnel, and making similar efforts. The Appalachian Commission on Education has expressed special interest in planning educational programs appropriate for the 11-State Appalachian Region. The authority provided in Section 524 would enable the Commissioner to assist this group in their efforts toward planning programs and establishing educational objectives particularly appropriate for that hard-pressed region.

Educational planning is going to have an enormous impact on the strength and vitality of the future of this Nation. Such planning cannot be done, or even seriously attacked, unless the resources of every level of government, education, and private enterprise can be mobilized to supplement each other. The 25 percent portion of the funds provided by this amendment, made available for the Commissioner to use in the approval of special projects, will give assurance that the full potential of these resources can be realized.

TITLE VI—EDUCATION OF HANDICAPPED CHILDREN

On several previous occasions I have discussed the many programs supported by the Office of Education which contribute directly and indirectly to the education of handicapped children. Today I would like to reiterate our commitment to continuing these programs, highlight some of our efforts up to the present, and point to our future plans.