

ning system. It seems to me that I read that the New York City schools had contracted to do the same thing.

I think that any intelligent layman who sits on a board of education or any intelligent layman who sits in any position where he is passing judgment on the expenditure of funds for education, needs better analytic tools than he has now.

At the State level, it seems to me it is quite necessary to have total planning. The only thing objectionable I would see in this legislation, and I understand why, is the optional character of bringing higher education into a State plan.

I don't think you can do a decent job of resource allocation in a State unless you take into account higher education and vocational education, in our State the junior colleges which are not under higher education but under the local school system, and local elementary and secondary education, and for that matter, preschool education under Headstart.

They are all an educational resource. The manpower training programs under the Department of Labor, also. All of these items have to be looked at as some kind of goal and some kind of priority assigned.

It seems to me that we all recognize this, for example, that you can't watch something at a distance through a magnifying glass and you can't read a piece of paper with a pair of binoculars.

Unless we do some long-range planning with some people set aside to look out for 10, 15 years in the States, and decide what that State is going to be like and what their needs are going to be, we are not going to get much of an educational enterprise and we will not get much that we can measure.

After all, we now assume that children will go through school for 12 years and we are talking about 14 to 16 years of education as being the right of an individual. It would seem to me that the planning ought not to be on a year-to-year basis if we are talking about a 12-, 14-, or 16-year process; that we at least ought to be planning through to the independence of the process and use our budgeting as a means of checking every year on some type of self-correcting basis of: Are we getting where we want to go?

All of these things are involved in planning, and in setting up a planning unit and looking at long-range planning.

Chairman PERKINS. Dr. Gordon, are you suggesting an authorization of some 10 or 12 years here?

Mr. GORDON. It is not Dr. Gordon. I appreciate the honorary degree.

Chairman PERKINS. I appreciate the point you are making.

Mr. GORDON. Mr. Chairman, the point is that you don't need 12-year authorization to make a 12-year plan.

You do need, and I quite agree and we have seen the effects of this many times in our local school system, the necessity for being able to plan beyond an individual year or individual 2 years, as we do in Florida with biennial appropriations; that we need 4 and 5 years at least in terms of financial planning to have the framework within which we can operate.

But it seems to me that we also need to be able to look out and observe the kind of changes that are going on in the world of work, for ex-