

sively than we could if you put in another agency now to have to begin all over.

Mr. FORD. By observing the section we have made quite a contribution here because it seems we have identified a possible problem. But also we should start to identify what Mr. Perkins has in mind here for this whole concept.

For example, in Illinois, a very logical and easy way to move quickly would be simply to take the group that they have, the task force on education, and designate that in the application as their planning group.

If you look at this we are not suggesting that the planning group should have any power except to examine your resources, evaluate the resources and, taking into account your potential and your future needs, make a recommendation as to the priorities with respect to all of these resources bringing them to bear on the educational problem of that State as they see it.

There might be some value as a matter of fact in, for example, making the superintendent of public instruction the State chairman of such a commission and putting him in a position to be fully aware of what he was examining. But it would seem to me to make good sense in my own State to have someone representing the appropriating committees of the legislature and someone representing the other agencies of Government that are obliquely connected with the educational institution so that you have a contribution from all of these sources in the planning.

The worst that can happen is that somebody can get up on the floor of the legislature and say the planning group financed by the Federal Government says that we ought to spend more money on higher education than we are spending.

I think we should bear in mind that this legislation is not an attempt to confer on this planning group, whether it is your office of education or an entirely new group made up of part of the Office of Education and someone else, any power to dictate to or direct the educational program but merely to evaluate and suggest.

This could be bothersome but out of irritation comes a pearl. With no attempt to be unduly harsh with any segment of the educational community, there are some parts of it that could well stand to be irritated a little bit because there is a certain amount of inertia that we are still finding at various levels and in particular areas that have to be overcome in some way.

The great Senator Barkley from your State tells the story about the fellow with a mule and how he would talk to the mule and get it to do anything he wanted it to do but first he had to hit it across the snout with a two-by-four to get its attention.

That is something that the agency might come up with. All of us who are charged with the duty of administering a limited amount of money, all people in American Government, have the constant problem of big spenders who are suggesting things but are not getting the Congress to give them the money to carry them out.

We sit up here in Congress and we tell you to innovate and to use your imagination and so on. Then we are talking about giving you an amount of money here that is not very innovative in its impact.