

ence to date. We will, perhaps, need to make other adjustments in the future.

Nevertheless, I am convinced that the Teacher Corps is deserving of extension and expansion.

I now would like to turn from the Teacher Corps and concentrate the remainder of my formal comments upon what I consider to be one of the most significant of our proposed new programs—Comprehensive Educational Planning.

There has never been a greater need for educational planning. The fulfillment of our citizens and the survival of our society now depend to an increasing degree upon the quality of our Nation's schools. Thus, it is imperative that we give more attention at all levels—local, State, and Federal—to the direction in which this Nation's education is and should be heading.

The proposed Comprehensive Planning amendment would enable States, local school districts, and metropolitan areas to strengthen their educational planning capabilities.

The Comprehensive Planning proposal would authorize \$15 million, the major portion of which would be allotted to State educational planning agencies. A portion of the funds would be allotted at the discretion of the Commission of Education so as to foster planning in metropolitan areas or among groups of States in a region. These funds could be used to hire the trained personnel needed to organize and carry out a major planning effort.

The funds could also be used to provide technical assistance to local school districts requesting it. Planning for higher education would not be mandatory but would be left to the discretion of the States. If a State chose to, it could establish a separate agency for higher education planning.

As it is currently conducted, statewide educational planning is too wholly inadequate. Many States lack any unit whose responsibility is comprehensive planning for the best use of the State's educational resources.

States have periodically created special committees and commissions to draw up State plans—sometimes a master plan, sometimes a plan for a particular activity, such as vocational education. Such ad hoc planning activities have their uses but they are no substitute for the continuous reassessment of progress.

Social and economic conditions change rapidly, and new Federal programs become available. There should be a mechanism for integrating these changes into a State's educational plan.

Such planning as the States have done has often been stimulated by the Federal Government and has tended to deal with particular aspects of education. States are stimulated by Federal programs to devise plans for vocational education, higher education facilities, for improving science and language instruction, or other facets of education. These plans are often developed by different agencies and are not brought together into an overall plan.

It is extremely difficult to plan sensibly for preschool education by itself, remedial education by itself, or vocational education by itself. This is especially the case now that it is becoming more and more clear to educators that it is the whole school experience of the child,