

not so much a particular course or curriculum, which has the greatest and longest impact.

Much State planning in the past has been of the following sort: A standard for some particular educational component, such as classrooms, has been defined. For example, it is specified that there should be one classroom for every 30 pupils and the classrooms should have certain physical dimensions, so many windows, so many square feet of floorspace, and so forth. The number of classrooms which do not meet these standards are then compiled into a State "need" for new classrooms. To take another example, it may be decided that teachers must have certain educational qualifications and there should be one teacher for a specified number of pupils.

An assessment is then made to see how many teachers are meeting the qualifications and how many more qualified teachers would be needed to bring the ratio of students to teachers into the desired proportion. The State plan may then consist of a statement that so many classrooms and so many teachers are needed to fulfill the State's educational objectives.

This kind of information is useful, but more significant kinds of planning are possible. With the funds that would be made available under the proposed amendments, the States will be able to engage in the kind of educational planning that forward-looking educators now consider essential.

Such experts believe, for example, that the States should engage in a continuous process of defining the goals of education, not just in terms of classroom characteristics and teacher qualifications, but in terms of what they want children to learn, and to be able to do, when they complete their schooling.

The States may wish to examine the relationship between a child's achievement, attitude, and other characteristics as he completes school and the various components which went into his schooling. They would then be able to assess the relative importance of different stages in the educational process. Moreover, they would be able to measure the potential impact of such innovations as new school designs, teaching methods, and arrangements of teachers. As these relationships become clear, it will be possible for the States to make better judgments about the best use of their resources to achieve their educational objectives.

Comprehensive planning would enable States and local school districts to fulfill more adequately their responsibilities for education. In recent years we have witnessed a remarkable growth in the number of Federal educational programs. These programs have been carefully designed to meet important educational needs, but these needs vary in their intensity from State to State and school district to school district.

What best fits the needs of Montana may not always apply to Indiana, and vice versa. The problem, however, is that too few States and local school systems have had the resources or the opportunity to plan adequately their educational objectives and establish priorities among them.

And this lack of objectives and plans places States and local governments on the defensive in many ways. They are constantly having to