

I think what we also need is some view of the total program gains so that when we may be able to extricate ourselves from the Vietnam commitment and its heavy burden we can transfer massive resources into these educational programs.

I am concerned that unless we have some kind of national discourse on the level of resources that should be channeled into the total education programs and antipoverty programs that at that point in time the public will be ready for some kind of tax reduction programs or massive highway programs and they will not have gone through what I consider a necessary process of soul searching to come to a national commitment for educational excellence with all that that implies.

I think the time is over due when you should make available to us a synthesis of your conclusions stemming from these four reports so that the Congress can begin to engage in this agonizing appraisal and so that the American public can too.

Just take the question of manpower. We know we are going to have to have a massive increase in educational manpower. If you have \$5 or \$10 billion extra to inject, in the stream of commerce, so to speak, in education today you could not do it because we don't have the manpower.

What I am concerned is we are not even thinking about the programs for developing manpower both on the professional level and in the aide category, the teacher aide, the social worker, and the family planning aide.

There has to be a pipeline, several years of development of manpower programs to service us in this period when the resources are available. If we don't start planning now when the funds are available our agencies will not be ready to use them.

Chairman PERKINS. Mr. Gurney.

Mr. GURNEY. Let me ask you a question about the planning grant. What provision have you made for flexibility? Yesterday one of the State commissioners of education pointed out that his State has just recently completed a comprehensive educational study and planning for his whole school system. Assuming this is the last word perhaps in this sort of field, how are we going to handle that sort of State under this part of the act?

Secretary GARDNER. First, I think planning is a more or less continuous process which involves appraisal and reappraisal of objectives. I literally don't know of any State that has done the kind of educational planning it ought to do or might do and in fact in many cases our basis of data and test knowledge in the educational field is so inadequate that it will take years of development of just the statistical materials that will permit effective planning.

So, I believe that what we are really going to launch the States on is a learning period in which they learn how to do effective planning, they build the data basis for effective planning and it is going to be sometime before one of them can come up and say we have an effective, we have a really comprehensive plan.

Mr. GURNEY. Of course I really am at a loss to discuss it too intelligently because I don't know enough about education in that particular State. Yet assuming that they did have the benefit of the latest methods in studying planning it would appear to me that there is a possi-