

The coordination this implies would, hopefully, improve present programs and develop new ones. Planning is one aspect of education that is best carried out within a State-local relationship. The Federal Government is hereby fulfilling its role by assisting all educational agencies in developing comprehensive systems of both planning and evaluation.

I have highlighted specifically the National Teacher Corps and comprehensive planning. I would like to, generally, support H.R. 6230's proposals regarding innovation in vocational education and expanded educational opportunities for handicapped children.

Mr. Chairman and members of the committee, I have kept this testimony relatively concise and to points within my competence. I stand ready to attempt to answer any questions you might want to put to me.

Let me assure you of my vital and compelling interest in our Nation's education needs, and of my awareness that congressional action is needed to keep American education moving forward.

Thank you, gentlemen, for this opportunity.

Chairman PERKINS. Thank you very much, Sister Farrell, for an excellent statement. We will refrain from asking questions until we hear from all the witnesses in order to conserve time.

Our next witness is Dr. Andrew P. Torrence, dean of academic affairs, Tuskegee Institute, Tuskegee, Ala.

STATEMENT OF DR. ANDREW P. TORRENCE, DEAN OF ACADEMIC AFFAIRS, TUSKEGEE INSTITUTE, TUSKEGEE, ALA.

Mr. TORRENCE. Mr. Chairman, members of the House Education and Labor Committee, the Elementary and Secondary Education Act of 1965, whose underlying purpose is to strengthen and improve the Nation's schools at the precollege level, is one of the most significant pieces of education legislation ever passed by the Congress of the United States.

The need for this legislation is patently obvious, and the best efforts of all Americans are required if its necessary and wide-ranging programs are to succeed.

Most important to supplying the adequately trained manpower which our Nation needs for an ever-changing and complex society is the further strengthening of the foundation of education at the elementary and secondary levels.

In a 4-year study of some 10,000 high school graduates, Leland Medsker and James Trent of the Center for Research and Development in Higher Education found that nearly 40 percent of the students clearly possessing college ability—upper two-fifths of their high school graduating classes—did not enter college.

Their study raises this point: While we continue to expand the opportunities for higher education, what can we do to devote further attention to an exploration of the question of the motivation of young people who might now go to college but who chose, for a variety of reasons, not to?

Obviously, one of the answers lies in better teaching and counseling and of students in the precollege years and the provision of the breadth