

So it is getting information out to be sure, but I would say that is just half of it. The other half is the right information at the right time, so it can be used by the right people.

Mr. BRADEMAs. With all these ventures going on at the present time which I just explained, is there then the necessity of comprehensive planning grants, for a State agency to then be set up to make sense of all of this which is being made available?

Mr. HITT. I can't answer that directly, but if you recognize this it is one reason why we committed so much of our title V ESEA money to this area of planning, because if we did not gear ourselves as a department, through the use of title V money, to establish a planning capability, we would not have been in a position to coordinate these many activities that are emerging.

This is one thing that led us to establishing these 20 regional supplemental centers as a State-oriented group, with State, local, and Federal financing flowing into them. So we will have a voice working closely with these school districts.

Mr. QUIE. Will these new, comprehensive planning grants, if the program is enacted by Congress, enable you to do what you have already decided to do with title V money?

Mr. HITT. It will enable us to expand our planning capabilities and to shift some of the money now committed for this purpose into some other areas of needs, to broaden our leadership role as a State department of education.

Mr. QUIE. Is there anything in the comprehensive planning grant proposal that you are not already doing? I am not saying other States are doing, but I am just referring to Texas.

Mr. HITT. No, the language of that act is written in broad terms and we are operating in those broad areas in each of those.

Mr. QUIE. So this fits Texas the way you have been operating?

Mr. HITT. Very well.

Mr. QUIE. And perhaps it could be said that it will then provide some money for other States to do what Texas has done.

Mr. HITT. Remember, I said I did not think we ought to splinter title V. We ought to leave it as one act and not set a section up for planning. It can be done the other way.

Mr. QUIE. Sister Miriam, I would like to talk to you about the National Teacher Corps, if I may. This tends to be my pet subject.

Sister FARRELL. Are you for or against it?

Mr. QUIE. I voted against it the last time. Let me say this, in explanation that I believe it is wise for the Federal Government to make some expenditures in bringing people into the teaching profession who later in life indicate an interest in it. I think it is necessary for us to give special training and assistance from the Federal level to reach the culturally deprived children.

I have no quarrel with that. I also think it is a great idea to involve the internship as a part of teaching. I am familiar with the work of St. Thomas College in St. Paul, Minn., with this same type of a training, utilizing the internship method.

They only use 1 year, however, instead of 2 years. The teachers receive a master's degree at the end of 1 year of internship. I understand an explanation will be presented from St. Thomas next week so we will get some firsthand information on it.