

to improve the educational opportunities of our Nation's children and young people. After years of stalemate on the issue of Federal aid to education, Congress began to meet the problem by passing legislation designed to meet specific and identifiable needs.

The National Defense Education Act as first passed recognized a special national interest in the quality of teaching in science, mathematics, and foreign languages. As other national interests in specific subjects were identified, these subjects were added by amendments to the original act. Public Law 874 recognized the impact of federally affected areas and provided Federal assistance for the operation of schools in these areas. Public Law 815, dealing with the same type of problems, provided Federal funds for school construction.

Provisions of the Civil Rights Act provide Federal assistance to schools attempting to eliminate segregation and its related problems. Many of the provisions of the Economic Opportunity Act of 1964 bear upon educational needs. Special legislation has been enacted to improve educational opportunity available to handicapped children. The Vocational Education Act of 1963 provides substantial Federal support in a field of major educational importance. We could go on at length extending the list, because recent Congresses have been extraordinarily productive in the field of educational legislation.

We believe that in adopting this categorical approach, Congress made a wise decision. Yet in so doing Congress created a new need. If school systems are to make the best possible use of the funds available to them under this wide variety of programs, they must undertake far more comprehensive planning than any in which they have previously engaged. They must systematically identify their needs, organize them into a coherent pattern, and relate them to all of the available funds under existing Federal programs.

Many school systems have had little experience with long-range planning and with the methods of obtaining grants. We are troubled by the extent to which many school systems have turned to private consulting first to help them obtain the grants that Congress meant them to have in the first place.

The addition of Federal funds for educational planning will do much to help to meet this growing need. The proposed amendment involves a rather modest expenditure which will make possible the best use of the very substantial net expenditure which the Federal Government is now making in the field of education.

We would like to suggest, however, that the committee give serious consideration to amending section 523(a)(1) to specifically name the State Departments of Education as the planning agency. It is the AFL-CIO's feeling that these departments are the appropriate agencies for carrying out the comprehensive statewide programs envisioned under this part of the bill. In making this suggestion, the AFL-CIO is not proposing similar changes under other titles of the act, but we do believe this proposal has merit under the "grants for comprehensive educational planning and evaluation" part of title V.

Title I includes also a section providing assistance for the education of handicapped children. We are pleased to give our support to these important measures. The AFL-CIO has played an active part in improving opportunities for the handicapped. We have partici-