

ment programs. This will give institutions greater freedom in meeting their equipment needs.

We are proposing a more flexible and coordinated approach to the training of educational personnel under the Education Professions Act.

We are proposing amendments to the insured loan programs for college and vocational students in order to provide greater coordination and more effective administration.

We are proposing a more rational system of advisory committees to assist the Office of Education in carrying out its mission. We believe that reducing the number of overlapping advisory groups and broadening the authority of the remaining ones will considerably strengthen the voice of institutions of higher education in the development of Federal higher education policy.

We are not requesting that certain educational statutes be extended when newer and broader authorities will do the job as well. For example, the educational media research authority under NDEA need not be extended. We believe that these activities are more logically funded under the broad authority of the Co-operative Research Act.

There is an additional facet of the pending legislation which deserves highlighting: the early extension of expiring legislation. The subcommittee is familiar with the difficulties our colleges and universities have in coordinating institutional planning schedules with the authorization and appropriations timetables of the Federal Government. All too often, programs are not enacted or funds are not made available until well after necessary plans for the coming school year have been completed. By extending legislation in the fiscal year prior to its expiration, administrators in colleges and universities and in the Office of Education would have more time for effective planning.

It is our intention to propose early extension for all legislative programs in the Department where such a policy would be in the interest of better State and local planning. It is our hope not only to make Federal resources available, but also to make them more dependable and timely.

I would now like to discuss the Education Professions Act—the amendments contained in title V of the Higher Education Act. The Federal Government has an admirable record of being responsive to the manpower needs of education. But the recent increases in school enrollments and the expansion of Federal educational programs have demonstrated that existing Federal training authorities are inadequate. Present training programs are not capable of encouraging either the numbers, kinds, or quality of people needed to staff this Nation's educational programs.

Increased understanding of the educational process has led to new categories of educational personnel. For example, the role of the classroom teacher is undergoing revision and an emphasis is now being placed upon new categories of support staff; teacher aides, teaching assistants, and so on.

In addition, new curriculums are being developed which give increased emphasis to the social and behavioral sciences. This has resulted in the need for increased numbers of teachers trained in these