EDUCATION LEGISLATION, 1967

HEARINGS

BEFORE THE

BCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON

OR AND PUBLIC WELFARE

NITED STATES SENATE

NINETIETH CONGRESS

FIRST SESSION

ON

S. 1125

TO STRENGTHEN AND IMPROVE PROGRAMS OF ASSISTANCE FOR ELEMENTARY AND SECONDARY EDUCATION BY EXTENDING AUTHORITY FOR ALLOCATION OF FUNDS TO BE USED FOR EDUCATION OF INDIAN CHILDREN AND CHILDREN IN OVERSEAS DEPENDENTS SCHOOLS OF THE DEPARTMENT OF DEFENSE, BY EXTENDING AND AMENDING THE NATIONAL TEACHER CORPS PROGRAM, BY PROVIDING ASSISTANCE FOR COMPREHENSIVE EDUCATIONAL PLANNING, AND BY IMPROVING PROGRAMS OF EDUCATION FOR THE HANDICAPPED; TO IMPROVE PROGRAMS OF VOCATIONAL EDUCATION; TO IMPROVE AUTHORITY FOR ASSISTANCE TO SCHOOLS IN FEDERALLY IMPACTED AREAS AND AREAS SUFFERING A MAJOR DISASTER; AND FOR OTHER PURPOSES

S. 1126

TO AMEND THE HIGHER EDUCATION ACT OF 1965, THE NATIONAL DEFENSE EDUCATION ACT OF 1958, THE NATIONAL VOCATIONAL STUDENT LOAN INSURANCE ACT OF 1965, AND THE HIGHER EDUCATION FACILITIES ACT OF 1963

AND RELATED BILLS

MAY 25, AND JUNE 23, 1967



Printed for the use of the Committee on Labor and Public Welfare

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EDUCATION LEGISLATION, 1967

THURSDAY, MAY 25, 1967

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:55 o'clock a.m., in room 4232, New Senate Office Building, Senator Jennings Randolph, presiding pro tempore.

Present: Senators Randolph (presiding pro tempore) and Kennedy of New York.

Committee staff present: Charles Lee, professional staff member; and Roy Millenson, minority clerk.

Senator RANDOLPH. Good morning, ladies and gentlemen. Our hearing will now begin. First, I shall present a statement for the chairman of our Subcommittee on Education, Senator Morse. Then the subcommittee will counsel on matters of interest to us with the aid of Senators Nelson and Kennedy of Massachusetts.

"We are considering," says Senator Morse, "two measures: Senate 382 introduced by Senator Church on January 17, relative to changes he desires to have made in the provisions of Public Law 874 which he feels would strengthen the program and remove inequities in the existing language. He believes that existing language is detrimental to the program in Idaho. His distinguished colleague, Senator Jordan of that State, joins him in presenting this bill.

"We also have senatorial and administration witnesses appearing on those sections of S. 1125, the elementary and secondary education amendments of 1967, which pertain to the further amendment of and the further extension of the Teachers Corps. We will have further testimony taken in the future in connection with this aspect of the legislation.

"The testimony today will have to do with the Teachers Corps provisions and we shall call on administration witnesses to also present testimony on S. 382. Senators Jordan and Church will present statements that will be incorporated in the hearing record on this legislation. We will also have the opportunity to direct to Assistant Commissioner Lillywhite of the Office of Education, questions with regard to technical amendments to the School Disaster Act, its further extension and in addition we will ask him to address himself to the problems created by the expiring temporary provisions of Public Law 815."

These provisions are those covering the "B" category children. If they expire on June 30, then there are certain situations that will in all probability develop if that should happen.

At this point for Senator Morse, I would like to have the hearing record include the text of both bills under consideration, other measures relating to elementary and secondary education, and to impacted areas legislation. We also have certain explanatory memoranda for the subcommittee's use, such as the bill text, section-by-section analyses, and the Cordon rule comparisons that are appropriate, and we will include those at this point.

(The bill text committee print including the text of S. 1125, S. 382, and fact sheets follow:)

90th Congress
1st Session

COMMITTEE PRINT

BILL TEXT, CHANGES IN EXISTING LAW, AND SECTION-BY-SECTION ANALYSIS OF S. 1125

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967

(LANGUAGE IN WHICH NO CHANGE IS PROPOSED IS SHOWN IN ROMAN TYPE; LANGUAGE PROPOSED TO BE DELETED IS SHOWN IN BLACK BRACKETS; AND LANGUAGE PROPOSED TO BE ADDED IS SHOWN IN *ITALIC* TYPE)

PREPARED FOR THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE

UNITED STATES SENATE



APRIL 1967

Printed for the use of the Committee on Labor and Public Welfare

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FOREWORD

As an aid to the Subcommittee on Education of the Senate Committee on Labor and Public Welfare in its consideration of S. 1125, the Elementary and Secondary Education Amendments of 1967, I asked that the material which follows be collected as a committee print.

The material was prepared by the staff of the Office of Education and will, I believe, be most helpful to members of the subcommittee and other interested Senators in evaluating the recommendations of the administration which are contained in this bill.

The text of the bill is set forth first. The effect of the bill, if enacted as introduced, upon existing statutes is then set forth in the form of a "Cordon Print" with matter to be deleted enclosed in black brackets and new language proposed to be added shown in italic type. Finally there appears a section-by-section analysis of the bill together with materials justifying the proposed changes.

On behalf of the subcommittee I wish to express our appreciation to the Office of Education for the services performed by its staff under the direction of Dr. Albert L. Alford, Assistant Commissioner for Legislation, and to Mr. Theodore Ellenbogen, Assistant General Counsel of the Department of Health, Education, and Welfare, for providing, in this most useful format, the material which follows.

WAYNE MORSE,
Chairman, Education Subcommittee.

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90TH CONGRESS
1ST SESSION

S. 1125

IN THE SENATE OF THE UNITED STATES

FEBRUARY 28, 1967

Mr. MORSE introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To strengthen and improve programs of assistance for elementary and secondary education by extending authority for allocation of funds to be used for education of Indian children and children in overseas dependents schools of the Department of Defense, by extending and amending the National Teacher Corps program, by providing assistance for comprehensive educational planning, and by improving programs of education for the handicapped; to improve programs of vocational education; to improve authority for assistance to schools in federally impacted areas and areas suffering a major disaster; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Elementary and Secondary Education Amendments of 1967".

TITLE I—AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND RELATED AMENDMENTS

PART A—AMENDMENTS TO TITLE I OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SUBPART 1—AMENDMENTS TO TITLE II OF PUBLIC LAW 81-874

Extending for One Year Provisions Relating to Schools for Indian Children

SEC. 101. The third sentence of section 203 (a) (1) (A) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended by striking out "June 30, 1967," and inserting in lieu thereof "June 30, 1968,".

Raising the Dollar Limitation for State Administrative Expenses Under Title II of Public Law 874

SEC. 102. Effective for fiscal years beginning after June 30, 1967, section 207 (b) (2) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended by striking out "$75,000" and inserting in lieu thereof "$150,000".

Technical Corrections With Respect to Payments on Account of Neglected or Delinquent Children and Payments for Children of Migratory Agricultural Workers

SEC. 103. (a) The first sentence of section 203 (a) (2) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended by inserting "(other than such institutions operated by the United States)" immediately after "living in institutions for neglected or delinquent children", and by striking out "paragraph (5)" and inserting in lieu thereof "paragraph (7)".

(b) Section 205 (c) (1) (C) of such Act is amended by striking out "(8)" and inserting in lieu thereof "(10)".

(c) Section 206 (a) (3) and section 207 (b) of such Act are each amended by striking out "section 205 (a) (5)" and inserting in lieu thereof "section 205 (a) (6)".

Redesignating Section Numbers in Title II of Public Law 874

SEC. 104. For the purpose of avoiding confusion between references to section numbers of title II of the Elementary and Secondary Education Act of 1965 and references to

section numbers of title II of Public Law 81-874 (which latter title is also generally cited as title I of the Elementary and Secondary Education Act of 1965), sections 201 through 214 of Public Law 874, Eighty-first Congress, as amended by the preceding sections of this Act, are redesignated as sections 101 through 114, respectively, and all references to any such section in that or any other law, or in any rule, regulation, order, or agreement of the United States are amended so as to refer to such section as so redesignated.

SUBPART 2—TEACHER CORPS

Teacher Corps Program Transferred and Reconstituted as Part B of Title I of Elementary and Secondary Education Act of 1965

SEC. 111. (a) Part B of title V of the Higher Education Act of 1965 (with its references therein to title II of Public Law 81-874 redesignated as provided by section 104 of this Act) is deleted from that Act (but without repeal thereof) and is inserted (as captioned) as part B in title I of the Elementary and Secondary Education Act of 1965 immediately after the last section of such title; and the sections so transferred (which are numbered 511, 512, 513, 514, 515, 516, and 517), and internal cross-references therein to any such section, are redesignated and are hereinafter in this title referred to as sections 151, 152, 153, 154,

155, 156, and 157, respectively, of such title I, so as to make such part B read as follows:

"PART B—NATIONAL TEACHER CORPS

"STATEMENT OF PURPOSE AND AUTHORIZATION OF APPROPRIATIONS

"SEC. 151. (a) The purpose of this part is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation by—

"(1) attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas; and

"(2) attracting and training inexperienced teacher-interns who will be made available for teaching and inservice training to local educational agencies in such areas in teams led by an experienced teacher.

"(b) For the purpose of carrying out this part, there are authorized to be appropriated $36,100,000 for the fiscal year ending June 30, 1966, and $64,715,000 for the fiscal year ending June 30, 1967.

"ESTABLISHMENT OF NATIONAL TEACHER CORPS

"SEC. 152. In order to carry out the purposes of this part, there is hereby established in the Office of Education

a National Teacher Corps (hereinafter referred to as the "Teacher Corps"). The Teacher Corps shall be headed by a Director who shall be compensated at the rate prescribed for grade 17 of the General Schedule of the Classification Act of 1949, and a Deputy Director who shall be compensated at the rate prescribed for grade 16 of such General Schedule. The Director and the Deputy Director shall perform such duties as are delegated to them by the Commissioner.

"TEACHER CORPS PROGRAM

"SEC. 153. (a) For the purpose of carrying out this part, the Commissioner is authorized to—

"(1) recruit, select, and enroll experienced teachers, and inexperienced teacher-interns who have a bachelor's degree or its equivalent, in the Teacher Corps for periods of up to two years;

"(2) enter into arrangements, through grants or contracts, with institutions of higher education or State or local educational agencies to provide members of the Teacher Corps with such training as the Commissioner may deem appropriate to carry out the purposes of this part, including not more than three months of training for members before they undertake their teaching duties under this part;

"(3) enter into arrangements (including the pay-

ment of the cost of such arrangements) with local educational agencies, after consultation in appropriate cases with State educational agencies and institutions of higher education, to furnish to local educational agencies, for service during regular or summer sessions, or both, in the schools of such agencies in areas having concentrations of children from low-income families, either or both (A) experienced teachers, or (B) teaching teams, each of which shall consist of an experienced teacher and a number of teacher-interns who, in addition to teaching duties, shall be afforded time by the local educational agency for a teacher-intern training program developed according to criteria established by the Commissioner and carried out under the guidance of the experienced teacher in cooperation with an institution of higher education; and

"(4) pay to local educational agencies the amount of the compensation which such agencies pay to or on behalf of members of the Teacher Corps assigned to them pursuant to arrangements made pursuant to the preceding clause.

"(b) Arrangements with institutions of higher education to provide training for teacher-interns while teaching in schools for local educational agencies under the provisions

of this part shall provide, wherever possible, for training leading to a graduate degree.

"(c) (1) Whenever the Commissioner determines that the demand for the services of experienced teachers or of teaching teams furnished pursuant to clause (3) of subsection (a) exceeds the number of experienced teachers or teaching teams available from the Teacher Corps, the Commissioner shall, to the extent practicable, allocate experienced teachers or teaching teams, as the case may be, from the Teacher Corps among the States in accordance with paragraph (2).

"(2) Not to exceed 2 per centum of such teachers or teams, as the case may be, shall be allocated to Puerto Rico and the Virgin Islands, according to their respective needs. The remainder of such teams or teachers, as the case may be, shall be allocated among the other States in proportion to the number of children counted in each State for the purpose of determining the amount of basic grants made under section 103 of title II of Public Law 874, Eighty-first Congress, as amended, for the fiscal year for which the allocation is made.

"(d) A local educational agency may utilize members of the Teacher Corps assigned to it in providing, in the manner described in section 105(a) (2) of Public Law 874, Eighty-first Congress, as amended, educational services in

which children enrolled in private elementary and secondary schools can participate.

"COMPENSATION

"SEC. 154. (a) An arrangement made with a local educational agency pursuant to paragraph (3) of section 153 (a) shall provide for compensation by such agency of Teacher Corps members during the period of their assignment to it at the following rates:

"(1) an experienced teacher who is not leading a teaching team shall be compensated at a rate which is equal to the rate paid by such agency for a teacher with similar training and experience who has been assigned similar teaching duties;

"(2) an experienced teacher who is leading a teaching team shall be compensated at a rate agreed to by such agency and the Commissioner; and

"(3) a teacher-intern shall be compensated at a rate which is equal to the lowest rate paid by such agency for teaching full time in the school system and grade to which the intern is assigned.

"(b) For any period of training under this part the Commissioner shall pay to members of the Teacher Corps such stipends (including allowances for subsistence and other expenses for such members and their dependents) as he may

determine to be consistent with prevailing practices under comparable federally supported training programs.

"(c) The Commissioner shall pay the necessary travel expenses of members of the Teacher Corps and their dependents and necessary expenses for the transportation of the household goods and personal effects of such members and their dependents, and such other necessary expenses of members as are directly related to their service in the Corps, including readjustment allowances proportionate to service.

"(d) The Commissioner is authorized to make such arrangements as may be possible, including the payment of any costs incident thereto, to protect the tenure, retirement rights, participation in a medical insurance program, and such other similar employee benefits as the Commissioner deems appropriate, of a member of the Teacher Corps who participates in any program under this part and who indicates his intention to return to the local educational agency or institution of higher education by which he was employed immediately prior to his service under this part.

"APPLICATION OF PROVISIONS OF FEDERAL LAW

"SEC. 155. (a) Except as otherwise specifically provided in this section, a member of the Teacher Corps shall be deemed not to be a Federal employee and shall not be subject to the provisions of laws relating to Federal employment, including those relating to hours of work, rates of

compensation, leave, unemployment compensation, and Federal employee benefits.

"(b) (1) Such members shall, for the purposes of the administration of the Federal Employees' Compensation Act (5 U.S.C. 751 et seq.), be deemed to be civil employees of the United States within the meaning of the term 'employee' as defined in section 40 of such Act (5 U.S.C. 790) and the provisions thereof shall apply except as hereinafter provided.

"(2) For purposes of this subsection:

"(A) the term 'performance of duty' in the Federal Employees' Compensation Act shall not include any act of a member of the Teacher Corps—

"(i) while on authorized leave; or

"(ii) while absent from his assigned post of duty, except while participating in an activity authorized by or under the direction or supervision of the Commissioner; and

"(B) in computing compensation benefits for disability or death under the Federal Employees' Compensation Act, the monthly pay of a member of the Teacher Corps shall be deemed to be his actual pay or that received under the entrance salary for grade 6 of the General Schedule of the Classification Act of 1949, whichever is greater.

"(c) Such members shall be deemed to be employees of the Government for the purposes of the Federal tort claims provisions of title 28, United States Code.

"LOCAL CONTROL PRESERVED

"SEC. 156. Members of the Teacher Corps shall be under the direct supervision of the appropriate officials of the local educational agencies to which they are assigned. Except as otherwise provided in clause (3) of section 153 (a), such agencies shall retain the authority to—

"(1) assign such members within their systems;

"(2) make transfers within their systems;

"(3) determine the subject matter to be taught;

"(4) determine the terms and continuance of the assignment of such members within their systems.

"MAINTENANCE OF EFFORT

"SEC. 157. No member of the Teacher Corps shall be furnished to any local educational agency under the provisions of this part if such agency will use such member to replace any teacher who is or would otherwise be employed by such agency."

(b) The heading of title I of the Elementary and Secondary Education Act of 1965 is amended by striking out "FINANCIAL" and by striking out "TO LOCAL EDU-

CATIONAL AGENCIES", and the following new heading is inserted immediately below such heading:

"PART A—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR EDUCATION OF CHILDREN IN AREAS HAVING CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES".

(c) Wherever in any law, rule, regulation, order, or agreement of the United States reference is made, however styled, to part B of title V of the Higher Education Act of 1965, or to any section thereof, such reference is amended so as to make comparable reference to part B of title I of the Elementary and Secondary Education Act of 1965, or to such section of that part as redesignated herein, respectively.

(d) Subject to the provisions of subsections (a) and (c), any order, rule, regulation, right, agreement, or application in effect under part B of title V of the Higher Education Act of 1965 immediately prior to the enactment of this Act, shall continue in effect to the same extent as if this section had not been enacted.

(e) Appropriations made for carrying out part B of title V of the Higher Education Act of 1965 which is transferred by this section to and reconstituted as part B of

title I of the Elementary and Secondary Education Act of 1965 shall be deemed made for carrying out such part B of such title I.

(f) The section of title II of Public Law 874, Eighty-first Congress, redesignated as section 114 of such title by section 104 of this Act, is amended by inserting "Part A of" immediately before "Title I".

Extending Teacher Corps Program

SEC. 112. Subsection (b) of the section redesignated by this Act as section 151 of such part B of title I of the Elementary and Secondary Education Act of 1965 is amended by striking out "and" after "June 30, 1966," and by inserting the following immediately before the period at the end of such subsection: ", $36,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for the fiscal years ending June 30, 1969, and June 30, 1970, respectively; and there are further authorized to be appropriated such sums for the fiscal year ending June 30, 1971, as may be necessary to enable any teacher-intern who has not completed his program of practical and academic training to continue such program for a period of not more than one additional year."

Requiring Approval of State Educational Agency

SEC. 113. The section redesignated by this Act as section 153 (a) of part B (National Teacher Corps) of title I of the Elementary and Secondary Education Act of 1965 is amended as follows:

(a) Paragraph (2) is amended by striking out "with institutions of higher education or State or local educational agencies" and inserting in lieu thereof "with institutions of higher education or local educational agencies (upon approval in either case by the appropriate State educational agency) or with State educational agencies".

(b) Paragraph (3) is amended by striking out "after consultation in appropriate cases with State educational agencies and institutions of higher education," and inserting in lieu thereof "upon approval by the appropriate State educational agency and after consultation, in appropriate cases, with institutions of higher education,".

Limiting Compensation for Teacher-Interns

SEC. 114. (a) The section redesignated by this Act as section 154 (a) (3) of such part B is amended by inserting ", or $75 per week plus $15 per week for each dependent,

whichever is less" immediately after "to which the intern is assigned".

(b) The amendment made by this section shall not apply to any person enrolled in the Teacher Corps before the date of enactment of this Act.

Clarifying Authority of Local Educational Agency To Refuse To Accept Particular Members Assigned to Such Agency

SEC. 115. The second sentence of the section redesignated by this Act as section 156 of such part B is amended by inserting "no such member shall be assigned to any local educational agency unless such agency finds such member acceptable, and" immediately before "such agencies shall retain the authority".

Authorizing Acceptance of Gifts on Behalf of Teacher Corps

SEC. 116. The section redesignated by this Act as section 153 (a) of such part B, as amended by this Act, is further amended by—

(a) striking out "and" at the end of clause (3);

(b) striking out the period at the end of clause (4) and inserting in lieu thereof "; and"; and

(c) inserting the following new clause at the end thereof:

"(5) accept and employ in the furtherance of the purposes of this part (A) voluntary and uncompen-

sated services notwithstanding the provisions of section 3679 (b) of the Revised Statutes, as amended (section 665 (b) of title 31, United States Code), and (B) any money or property (real, personal, or mixed, tangible or intangible) received by gift, devise, bequest, or otherwise."

Authorizing Assignment of Teacher Corps Members to Schools for Indian Children Operated by Department of the Interior

SEC. 117. The first sentence of the section redesignated as section 153 (c) (2) of such part B is amended by striking out "2 per centum" and inserting in lieu thereof "3 per centum", and by striking out "Puerto Rico, and the Virgin Islands" and inserting in lieu thereof "Puerto Rico, the Virgin Islands, and elementary and secondary schools operated for Indian children by the Department of the Interior,".

Authorizing Assignment of Teacher Corps Members to Special Programs for Children of Migratory Agricultural Workers

SEC. 118. Such part B as amended by the preceding sections of this Act is further amended by adding the following new section at the end thereof:

"TEACHING IN SPECIAL PROGRAMS OR PROJECTS FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS

"SEC. 158. For purposes of this part the term 'local educational agency' includes any State educational agency or other public or private nonprofit agency which provides a program or project designed to meet the special educational needs of migratory children of migratory agricultural workers, and any reference in this part to teaching in the schools of a local educational agency includes teaching in any such program or project."

Conforming Amendment

SEC. 119. Subsection (c) (2) of the section redesignated by this Act as section 153 of part B of title I of the Elementary and Secondary Education Act of 1965 is amended by striking out "basic".

PART B—AMENDMENTS TO TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

EXTENDING FOR ONE YEAR PROVISIONS RELATING TO SCHOOLS FOR INDIAN CHILDREN AND DEFENSE DEPARTMENT OVERSEAS DEPENDENTS SCHOOLS

SEC. 121. (a) Section 202 (a) (1) of the Elementary and Secondary Education Act of 1965 is amended by striking out "June 30, 1967" and inserting in lieu thereof "June 30, 1968".

PART C—AMENDMENTS TO TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

EXTENDING FOR ONE YEAR PROVISIONS OF TITLE III OF PUBLIC LAW 89-10 RELATING TO SCHOOLS FOR INDIAN CHILDREN AND DEFENSE DEPARTMENT OVERSEAS SCHOOLS

SEC. 131. Section 302 (a) (1) of the Elementary and Secondary Education Act of 1965 is amended by striking out "June 30, 1967," and inserting in lieu thereof "June 30, 1968,".

PART D—AMENDMENTS TO TITLE V OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SUBPART 1—AMENDMENTS RELATING TO GRANTS TO STATE EDUCATIONAL AGENCIES

Inclusion of Trust Territory of Pacific Islands

SEC. 141. (a) The first and third sentences of paragraph (1) of section 502 (a) of the Elementary and Secondary Education Act of 1965, relating to apportionment of appropriations, are each amended by striking out "and" after "Samoa," and by inserting ", and the Trust Territory of the Pacific Islands" after "Virgin Islands".

(b) (1) Paragraph (j) of section 701 of such Act, defining the term "State", is amended by striking out "and for purposes of title II and title III, such term

includes the Trust Territory of the Pacific Islands" and inserting in lieu thereof ", and for purposes of titles II, III, and V such term also includes the Trust Territory of the Pacific Islands".

(2) Such section 701 is further amended by inserting ", except when otherwise specified" immediately after "As used in titles II, III, and V of this Act".

Revision of Apportionment Formula

SEC. 142. The second sentence of paragraph (1) of section 502 (a) of such Act is amended to read as follows: "The remainder of such 85 per centum shall be apportioned by the Commissioner as follows:

"(A) He shall apportion 40 per centum of such remainder among the States in equal amounts.

"(B) He shall apportion to each State an amount that bears the same ratio to 60 per centum of such remainder as the number of public school pupils in the State bears to the number of public school pupils in all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him.

SUBPART 2—ADDITION OF NEW PART RELATING TO PLANNING GRANTS

Comprehensive Educational Planning

SEC. 145. (a) Title V of the Elementary and Secondary Education Act of 1965 is amended by adding "AND FOR STATEWIDE EDUCATIONAL PLANNING" to its heading and by inserting the following immediately below its heading:

"PART A—GRANTS FOR STRENGTHENING LEADERSHIP RESOURCES OF STATE EDUCATIONAL AGENCIES"

(b) Title V of such Act is further amended by striking out the words "this title" wherever they appear and inserting in lieu thereof "this part", and by adding at the end thereof the following new part:

"PART B—GRANTS FOR COMPREHENSIVE EDUCATIONAL PLANNING AND EVALUATION

"AUTHORIZATION

"SEC. 521. To the end of enhancing the capability of the several States to make effective progress, through comprehensive and continuing planning, toward the achievement of opportunities for high-quality education for all seg-

ments of the population throughout the State, the Commissioner is authorized to make, in accordance with the provisions of this part, comprehensive planning and evaluation grants to States that have submitted, and had approved by the Commissioner, an application pursuant to section 523, and special project grants, related to the purposes of this part, pursuant to section 524. For the purpose of making such grants, there are authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for the next four fiscal years.

"APPORTIONMENT AMONG THE STATES

"SEC. 522. (a) (1) From the sums appropriated for carrying out this part for each fiscal year, 25 per centum shall be reserved for the purposes of section 524 and the remaining 75 per centum shall be available for grants to States under section 523.

"(2) The Commissioner shall apportion not in excess of 2 per centum of the amount available for grants under section 523 among the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective needs for carrying out the purposes of this part. The re-

mainder of such amount shall be apportioned by the Commissioner as follows:

"(A) He shall apportion 40 per centum of such remainder among the States in equal amounts.

"(B) He shall apportion to each State an amount that bears the same ratio to 60 per centum of such remainder as the population of the State bears to the population of all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him.

For purposes of the preceding sentence, the term 'State' does not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(b) The amount apportioned under this section to any State for the fiscal year ending June 30, 1968, shall be available for obligation for grants pursuant to applications approved during that year and the succeeding fiscal year.

"(c) The amount of any State's apportionment for any fiscal year under paragraph (2) of subsection (a) which the Commissioner determines will not be required for grants to that State under section 523 during the period for which

such apportionment is available may from time to time be reapportioned by the Commissioner to other States, according to their respective needs, as the Commissioner may determine. Any amount so reapportioned to a State from funds appropriated for any fiscal year shall be deemed to be a part of the amount apportioned to it under subsection (a) for that year.

"COMPREHENSIVE PLANNING GRANTS

"SEC. 523. (a) (1) Any State desiring to receive a grant or grants under this section from its apportionment under section 522 for any fiscal year shall designate or establish a single State agency or office (hereafter in this part referred to as the State educational planning agency) as the sole agency for carrying out or supervising the carrying out of a comprehensive statewide program of systematic planning and evaluation relating to education at all levels (including remedial education and retraining of adults), except that—

"(A) the field of higher education shall be included only if the State so elects and so provides in an application (or amended or supplemental application) under this section, and

"(B) in the event of such election the State may designate or establish a separate State agency (here-

after in this part referred to as the State higher education planning agency) for carrying out or supervising the carrying out of such planning and evaluation program with respect to higher education.

"(2) A grant to a State may be made under this section only upon approval of an application submitted to the Commissioner through the State educational planning agency, except that, with respect to States electing to include the field of higher education as provided in clause (A) of paragraph (1) of this subsection and designating or establishing a State higher education planning agency as provided in clause (B) of paragraph (1), the Commissioner, by or pursuant to regulation—

"(A) shall authorize the submission of a combined application which includes higher education (or an amended or supplemental application filed upon the making of such election) jointly through both of the State's planning agencies involved, or the submission of a separate application (or supplement) through the State's higher educational planning agency as to so much of the State's program as relates to planning and evaluation in the field of higher education, and

"(B) may provide for allocating, between the

State's two planning agencies, the amount of any grant or grants under this section from the State's apportionment.

"(3) An application (or amendment or supplement thereto) under this section shall set forth, in such detail as the Commissioner deems necessary, the statewide program referred to in paragraph (1) (or, in the case of a separate application or amendment or supplement with respect to the field of higher education, so much of the statewide program as relates to that field), which shall include provision for—

"(A) setting statewide educational goals and establishing priorities among these goals;

"(B) developing through analyses alternative means of achieving these goals, taking into account the resources available and the educational effectiveness of each of the alternatives (including, in the case of higher education, the resources and plans of private institutions in the State bearing upon the State's goals and plans for public higher education);

"(C) planning new programs and improvements in existing programs based on the results of these analyses;

"(D) developing and strengthening the capabilities of the State to conduct, on a continuous basis, objective

evaluations of the effectiveness of educational programs; and

"(E) developing and maintaining a permanent system for obtaining and collating significant information necessary to the assessment of progress toward the State's educational goals.

"(b) Applications (including amendments and supplements thereto) for grants under this section may be approved by the Commissioner only if the application—

"(1) has been submitted to the chief executive of the State for review and recommendations;

"(2) sets forth, if the State has elected to include the field of higher education and has designated or established a separate State higher education planning agency, such arrangements for coordination, between the State's educational planning program in that field and the remaining educational planning program submitted by the State, as will in the Commissioner's judgment be effective;

"(3) contains satisfactory assurance—

"(A) that the assistance provided under this section, together with other available resources, will be so used for the several purposes specified in subparagraphs (A) through (E) of paragraph (3)

of subsection (a) of this section as to result in the maximum possible effective progress toward the achievement of a high level of competence with respect to each of them, and

"(B) that assistance under this part will, by the State planning agency involved, be used primarily in strengthening the capabilities of its own planning and evaluation staff or, to the extent that the program is to be carried out under the supervision of that agency by other agencies, the planning and evaluation staffs of such other agencies; but consistently with this objective part of the funds received under a grant under this section may be used, in appropriate circumstances, to employee consultants, or to enter into contracts for special projects with public or private agencies, institutions, or organizations having special competence in the areas of planning or evaluation;

"(4) makes adequate provision (consistent with such criteria as the Commissioner may prescribe) for using funds granted to the applicant under this section, other than funds granted for planning and evaluation in the field of higher education, (A) to make program planning and evaluation services available to local edu-

cational agencies, and (B) in the case of such agencies in areas (particularly metropolitan areas) with school populations sufficiently large to warrant their own planning or evaluation staffs, to assist such agencies (financially or through technical assistance, or both) to strengthen their planning and evaluation capabilities and to promote coordinated areawide planning for such areas;

"(5) provides for such methods of administration as are necessary for the proper and efficient operation of the program;

"(6) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid under this part to the State (including any such funds paid by the State to agencies, institutions, or organizations referred to in subparagraph (B) or paragraph (3)); and

"(7) provides for making such reports, in such form and containing such information as the Commissioner may reasonably require (copies of which shall also be sent to the chief executive of the State), and for keeping such records and for affording such access thereto as

the Commissioner may find necessary to assure the correctness and verification of such reports.

"(c) A grant made pursuant to an approval of an application under this section may be used to pay all or part of the cost of activities covered by the approved application and included in such grant, but excluding so much, if any, of such cost as is paid for from grants under part A.

"SPECIAL PROJECTS

"SEC. 524. (a) The sums reserved pursuant to section 522 (a) (1) for the purposes of this section shall be used for grants for special projects in accordance with subsection (b) of this section.

"(b) The Commissioner is authorized to make grants to public or private nonprofit agencies, institutions, or organizations, or to make contracts with public or private agencies, institutions, or organizations, for special projects related to the purposes of this part, to be conducted on an interstate, regional, or metropolitan area basis, including projects for such purposes as—

"(1) metropolitan planning in education in areas covering more than one State;

"(2) improvement and expansion in the educational planning of large cities within a State with due regard

to the complexities of adequate metropolitan planning in such places;

"(3) comparative and cooperative studies agreed upon between States or metropolitan areas;

"(4) conferences to promote the purposes of this part and involving different States;

"(5) publications of general use to the planning of more effective and efficient educational services, and other activities for dissemination of information related to the purposes of this part.

"PAYMENTS

"SEC. 525. Payments under this part may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments, as the Commissioner may determine."

PART E—AMENDMENTS TO TITLE VI OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND RELATED AMENDMENTS

REGIONAL RESOURCE CENTERS

SEC. 151. Title VI of the Elementary and Secondary Education Act of 1965 is amended by—

(1) inserting immediately below the heading of such title

"PART A—ASSISTANCE TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN";

(2) inserting immediately below section 607

"PART D—GENERAL PROVISIONS";

(3) redesignating sections 608, 609, and 610 as sections 610, 611, and 612, respectively,

(4) striking out the words "this title" wherever they occur in sections 601 through 607, and inserting in lieu thereof "this part"; and

(5) inserting immediately after section 607 the following:

"PART B—REGIONAL RESOURCE CENTERS FOR IMPROVEMENT OF THE EDUCATION OF HANDICAPPED CHILDREN

"REGIONAL RESOURCE CENTERS

"SEC. 608. (a) For the purpose of aiding in the establishment and operation of regional centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them and will provide other services to assist in meeting such needs, there are authorized to be appropriated $7,500,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for each of the four succeeding fiscal years.

"(b) Appropriations under this section shall be avail-

able to the Commissioner for grants to or contracts with institutions of higher education, State educational agencies, or combinations of such agencies or institutions, within particular regions of the United States, to pay all or part of the cost of establishment (including construction) or operation of regional resource centers for the improvement of education of the handicapped in such regions. Centers established or operated under this section shall (1) provide testing and educational evaluation to determine the special educational needs of handicapped children referred to such centers, (2) develop educational programs to meet those needs, and (3) assist schools and other appropriate agencies, organizations, and institutions in providing such educational programs through services such as consultation (including, in appropriate cases, consultation with parents or teachers of handicapped children at such regional centers), periodic reexamination and reevaluation of special educational programs, and other technical services.

"(c) In determining whether to approve an application for a project under this section, the Commissioner shall consider the need for such a center in the region to be served by the applicant and the capability of the applicant to develop and apply, with the assistance of funds under this section, new methods, techniques, devices, or facilities relat-

ing to educational evaluation or education of handicapped children.

"(d) Payment pursuant to grants or contracts under this section may be made (after necessary adjustments on account of previously made underpayments or overpayments) in advance or by reimbursement, and in such installments and on such conditions as the Commissioner may determine."

IMPROVEMENT OF RECRUITMENT OF EDUCATIONAL PERSONNEL AND INFORMATION ON EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED

SEC. 152. Such title VI is further amended by inserting immediately after part B, as added by the preceding section, the following new part:

"PART C—RECRUITMENT OF PERSONNEL—INFORMATION ON EDUCATION OF THE HANDICAPPED

"GRANTS OR CONTRACTS TO IMPROVE RECRUITING OF EDUCATIONAL PERSONNEL, AND TO IMPROVE DISSEMINATION OF INFORMATION CONCERNING EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED

"SEC. 609. (a) The Commissioner is authorized to make grants to public or nonprofit private agencies, organizations, or institutions, or to enter into contracts with public or private agencies, organizations, or institutions for projects for—

"(1) encouraging students and professional personnel to work in various fields of education of handi-

capped children and youth through, among other ways, developing and distributing imaginative or innovative materials to assist in recruiting personnel for such careers, or publicizing existing forms of financial aid which might enable students to pursue such careers, or

"(2) disseminating information about the programs, services, and resources for the education of handicapped children, or providing referral services, to parents, teachers, and other persons especially interested in the handicapped.

"(b) To carry out the purposes of this section, there are authorized to be appropriated $1,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for each of the four succeeding fiscal years."

TRANSFER OF DEFINITION AND OTHER TECHNICAL AMENDMENTS

SEC. 153. (a) Section 602 of such title VI is redesignated as section 613 and transferred to the end of such title.

(b) Section 601 of such title is amended by—

(1) striking out the section heading and inserting in lieu thereof the heading

"GRANTS TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN";

(2) striking out "(a)" in subsection (a);

(3) redesignating section 601(b) as section 602

by striking out "(b)" in subsection (b) and inserting "SEC. 602." in lieu thereof; and

(4) inserting above section 602 as so redesignated the section heading

"APPROPRIATIONS AUTHORIZED".

(c) (1) The portion of section 701 of the Elementary and Secondary Education Act of 1965 (containing definitions) which precedes subsection (a), as amended by section 141 (a) of this Act, is further amended by striking out "As used in titles II, III, and V" and inserting in lieu thereof "As used in titles II, III, V, and VI".

(2) Paragraph (j) of such section 701, as amended by section 141 (b) of this Act, is further amended by striking out "and V" and inserting in lieu thereof "V, and VI".

SHORT TITLE OF TITLE VI OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SEC. 154. Title VI of such Act is further amended by adding at the end thereof the following new section:

"SHORT TITLE

"SEC. 614. This title may be cited as the 'Education of the Handicapped Act'."

INCLUDING SCHOOLS FOR INDIAN CHILDREN OPERATED BY THE DEPARTMENT OF THE INTERIOR AND DEFENSE DEPARTMENT OVERSEAS DEPENDENTS SCHOOLS IN TITLE VI

SEC. 155. So much of paragraph (1) of section 603 (a) (1) of the Elementary and Secondary Education Act of 1965 as follows the first sentence is amended to read as follows: "The Commissioner shall allot the amount appropriated pursuant to this paragraph among—

"(A) Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs, and

"(B) for the fiscal year ending June 30, 1968, (i) the Secretary of the Interior according to the need for such assistance for the education of handicapped children in elementary and secondary schools operated for Indian children by the Department of the Interior, and (ii) the Secretary of Defense according to the need for such assistance for the education of handicapped children in the overseas dependents schools of the Department of Defense. The terms upon which payments for such

purpose shall be made to the Secretary of the Interior and the Secretary of Defense shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this title."

EXPANSION OF INSTRUCTIONAL MEDIA PROGRAMS TO INCLUDE ALL HANDICAPPED CHILDREN

SEC. 156. Subsection (b) of the first section of the Act entitled "An Act to provide in the Department of Health, Education, and Welfare for a loan service of captioned films for the deaf" (42 U.S.C. 2491 et seq.), is amended to read as follows in order to conform its statement of objectives to amendments made to such Act by Public Law 89–258:

"(b) To promote the educational advancement of handicapped persons by (1) carrying on research in the use of educational media for the handicapped, (2) producing and distributing educational media for the use of handicapped persons, their parents, their actual or potential employers, and other persons directly involved in work for the advancement of the handicapped, and (3) training persons in the use of educational media for the instruction of the handicapped."

SEC. 157. Section 2 of such Act is amended by adding the following at the end thereof:

"(4) The term 'handicapped' means deaf, mentally

retarded, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons."

SEC. 158. Section 3 of such Act is amended by striking out the word "deaf" and inserting in lieu thereof "handicapped" each time it occurs therein.

SEC. 159. Section 4 of such Act is amended by striking out "$5,000,000" and inserting "$6,000,000" in lieu thereof, and by striking out "$7,000,000" and inserting "$8,000,000" in lieu thereof.

AUTHORIZING CONTRACTS, AS WELL AS GRANTS, FOR RESEARCH IN EDUCATION OF THE HANDICAPPED

SEC. 160. (a) The first sentence of section 302 (a) of Public Law 88–164 is amended by inserting ", and to make contracts with States, State or local educational agencies, public and private institutions of higher learning, and other public or private educational research agencies and organizations," immediately before "for research or demonstration projects".

(b) The second sentence of such section 302 (a) is amended by striking out "Such grants shall be made" and inserting in lieu thereof "Payments pursuant to grants or contracts under this section may be made".

TITLE II—AMENDMENTS TO VOCATIONAL EDUCATION ACT OF 1963

PART A—EXEMPLARY AND INNOVATIVE PROGRAMS OR PROJECTS IN VOCATIONAL EDUCATION

SPECIAL PROGRAMS OR PROJECTS

SEC. 201. Section 4 of the Vocational Education Act of 1963 (Public Law 88–210, 20 U.S.C. 35c), is amended by inserting at the end thereof the following new subsection:

"(d) (1) There are authorized to be appropriated $30,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for the four succeeding fiscal years, to be used by the Commissioner for making grants to or contracts with State boards or local educational agencies for the purpose of stimulating and assisting, through programs or projects referred to in paragraph (3), the development, establishment, and operation of exemplary and innovative occupational education programs or projects designed to serve as models for use in vocational education programs. The Commissioner also may make grants to other public or nonprofit private agencies, organizations, or institutions, or contracts with public or private agencies, organizations, or institutions, when such grants or contracts will make an especially significant contribution to attaining the objectives of this subsection.

"(2) (A) From the sums appropriated pursuant to

this subsection for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine and shall apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this subsection.

"(B) From the remainder of such sums the Commissioner shall apportion $150,000 to each State, and he shall in addition apportion to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteeen, both inclusive, in the State bears to the population of such ages in all the States.

"(C) Any amount apportioned to a State under this subsection for any fiscal year which the Commissioner determines will not be required for grants for programs or projects in that State during the period for which such apportionment is available shall be available for reapportionment by him from time to time to other States in accordance with their respective needs.

"(D) For the purposes of paragraph (2) (A) and (B) of this subsection, the term 'State' does not include Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

"(E) The population of particular age groups of a State

or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

"(F) The amount apportioned under this section to any State for the fiscal year ending June 30, 1968, shall be available for obligation for grants pursuant to applications approved during that year and the succeeding fiscal year.

"(3) Grants or contracts pursuant to this subsection may be made by the Commissioner, upon such terms and conditions consistent with the provisions of this section as he determines will most effectively carry out the purposes of paragraph (1), to pay part of the cost of—

"(A) planning and developing exemplary and innovative programs or projects such as those described in subparagraph (B), or

"(B) establishing, operating, or evaluating exemplary and innovative vocational education programs or projects designed to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps, which programs or projects may, among others, include—

"(i) those designed to familiarize postelementary school students with the broad range of occupa-

tions for which special skills are required and the requisites for careers in such occupations;

"(ii) programs or projects for students providing educational experiences through work;

"(iii) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement; or

"(iv) programs or projects designed to broaden or improve vocational education curriculums.

"(4) (A) Programs or projects referred to in clause (ii) of paragraph (3) (B) may include cooperative work-study arrangements, other educationally related public or private employment, or volunteer work. Preference in compensated work under such programs or projects shall be given to students from low-income families.

"(B) No grant or contract shall be made by the Commissioner under this subsection with respect to any such program or project unless—

"(i) such program or project will not involve the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship;

"(ii) such program or project will not result in the

displacement of employed workers or impair existing contracts for services.

"(C) Funds appropriated under this subsection shall not be available to pay any part of the compensation of a student involved in a program or project referred to in clause (ii) of paragraph (3) (B) if the work is performed for any employer other than a public or private nonprofit agency, organization, or institution.

"(5) (A) In determining the cost of a program or project under this subsection, the Commissioner may include the reasonable value (as determined by him) of any goods or services provided from non-Federal sources.

"(B) Financial assistance may not be given under this subsection to any program or project for a period exceeding three years.

"(6) In administering the provisions of this subsection, the Commissioner shall consult with other Federal departments and agencies administering programs which may be effectively coordinated with the program carried out pursuant to this subsection, and to the extent practicable shall—

"(i) coordinate such program on the Federal level with the programs being administered by such other departments and agencies; and

"(ii) require that effective procedures be adopted by grantees and contractors to coordinate the development and operation of programs and projects carried out under grants or contracts pursuant to this subsection with other public and private programs having the same or similar purposes."

CONFORMING AMENDMENTS

SEC. 202. (a) (1) Section 4 (a) of such Act (describing permitted uses of Federal funds under approved State plans) is amended by changing the period at the end of paragraph (6) to a semicolon and inserting immediately after paragraph (6) the following new paragraph:

"(7) The planning, establishment, operation, and evaluation of programs or projects of the kind described in subsection (d), whether or not previously assisted by a grant or contract under such subsection."

(2) Section 5 (a) (2) and section 6 (b) of such Act are each amended by striking out "and (6)" and inserting in lieu thereof "(6), and (7)".

(b) The second sentence of paragraph (1) of section 8 of such Act (defining the term "vocational education") is amended by inserting "(individually or through group instruction)" immediately after "counseling", and by insert-

ing "or for the purpose of facilitating occupational choices" immediately after the word "training" the first time such word appears in that sentence.

(c) The first sentence of section 5(a) of such Act is amended by striking out "this part" and inserting in lieu thereof "section 3".

(d) The heading of section (6) of such Act is amended to read "PAYMENTS", and the following sentence is added at the end of subsection (d) of such section: "Other payments pursuant to this Act may be made in installments, in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments."

PART B—AMENDING SECTION 4(c) TO ALLOW CONTRACTING AND DISSEMINATION OF INFORMATION

SEC. 211. Section 4(c) of such Act is amended by inserting ", or to make contracts with private agencies, organizations, or institutions for, (1)" immediately after "cost of"; by striking out "and of" immediately preceding "experimental" and inserting in lieu thereof ", (2)"; and by inserting immediately prior to the period the following: ", or (3) for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education".

PART C—INCLUDING THE TRUST TERRITORY OF THE PACIFIC ISLANDS UNDER THE ACT

SEC. 221. Paragraph (6) of section 8 of such Act is amended by striking out "and American Samoa" and by inserting in lieu thereof "American Samoa, and the Trust Territory of the Pacific Islands".

SEC. 222. Paragraphs (1), (2), and (3) of section 3(d) of such Act are amended by striking out the words "and the Virgin Islands" each time they occur and by inserting in lieu thereof "the Virgin Islands, and the Trust Territory of the Pacific Islands".

TITLE III—FEDERALLY AFFECTED AREAS

PART A—ASSISTANCE FOR SCHOOL CONSTRUCTION AND CURRENT EXPENDITURES IN IMPACTED AREAS

CLARIFYING DEFINITIONS OF "FEDERAL PROPERTY"

SEC. 301. Section 15(1) of the Act of September 23, 1950 (Public Law 815, Eighty-first Congress), and section 303(1) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), are each amended by—

(a) striking out the second sentence thereof;

(b) striking out "also" in the penultimate sentence thereof; and

(c) inserting immediately before the last sentence

thereof the following new sentence: "Such term also includes any interest in Federal property (as defined in the foregoing provisions of this paragraph) under an easement, lease, license, permit, or other arrangement, as well as any improvements of any nature (other than pipelines or utility lines) on such property even though such interests or improvements are subject to taxation by a State or political subdivision of a State or by the District of Columbia."

PART B—ASSISTANCE FOR SCHOOL CONSTRUCTION AND CURRENT EXPENDITURES IN MAJOR DISASTER AREAS

ASSISTANCE TO DISASTERS OCCURRING AFTER JULY 1, 1967

SEC. 311. (a) Section 16(a)(1)(A) of the Act of September 23, 1950 (Public Law 815, Eighty-first Congress), as added by Public Law 89–313, is amended by striking out "July 1, 1967," and inserting in lieu thereof "July 1, 1972,".

(b) Section 7(a)(1)(A) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), as added by Public Law 89–313, is amended by striking out "July 1, 1967," and inserting in lieu thereof "July 1, 1972,".

AUTHORIZING, IN CASES IN WHICH THE DISASTER HAS NOT DESTROYED OR DAMAGED PUBLIC SCHOOLS; ASSISTANCE FOR CONSTRUCTION OF PUBLIC SCHOOL FACILITIES NEEDED BECAUSE OF DESTRUCTION OF PRIVATE FACILITIES WHICH WILL NOT BE REPLACED

SEC. 312. (a) Section 16(a)(2) of the Act of September 23, 1950 (Public Law 815, Eighty-first Congress), is amended to read as follows:

"(2) as a result of this major disaster, (A) public elementary or secondary school facilities of such agency have been destroyed or seriously damaged, or (B) private elementary or secondary school facilities serving children who reside in the area served by such agency have been destroyed and will not be replaced, thereby increasing the need of such agency for school facilities;".

(b) Section 16(a)(4) of such Act is amended by inserting "(A)" after "needed", inserting "of such agency" after "the school facilities", and inserting the following before the semicolon after the word "damaged": "or (B) to serve, in facilities of such agency, children who but for the destruction of the private facilities referred to in clause (2)(B) would be served by such private facilities".

MODIFYING CONDITIONS OF ELIGIBILITY WITH RESPECT TO LOCAL EFFORT AND MINIMUM DAMAGE REQUIRED

SEC. 313. (a) Section 16(a)(3) of the Act of September 23, 1950 (Public Law 815, Eighty-first Congress), is amended to read as follows:

"(3) such agency is utilizing or will utilize all State and other financial assistance available for the replacement or restoration of such school facilities;".

(b) Section 16(a)(4) of such Act is amended by inserting "and requires an amount of additional assistance equal to at least $1,000 or one-half of 1 per centum of such agency's current operating expenditures during the fiscal year preceding the one in which such disaster occurred, whichever is less," immediately before "to provide the minimum school facilities needed".

(c) Section 7(a)(2) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended to read as follows:

"(2) such agency is utilizing or will utilize all State and other financial assistance available to it for the purpose of meeting the cost of providing free public education for the children attending the schools of such agency, but as a result of such major disaster it is unable to obtain sufficient funds for such purpose and requires an amount of additional assistance equal to at least

$1,000 or one-half of 1 per centum of such agency's current operating expenditures during the fiscal year preceding the one in which such disaster occurred, whichever is less. and".

DETERMINING LEVEL OF EDUCATION TO BE RESTORED ACCORDING TO LEVEL OF TIME OF DISASTER INSTEAD OF LEVEL DURING A BASE YEAR

SEC. 314. The penultimate sentence of section 7 (a) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress) is amended by striking out "during the last full fiscal year".

AUTHORIZING DISASTER RELIEF ASSISTANCE FOR TECHNICAL, VOCATIONAL, AND OTHER SPECIAL SCHOOLS

SEC. 315. (a) Section 16 (a) of the Act of September 23, 1950 (Public Law 815, Eighty-first Congress), and section 7 (a) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), are each amended (1) by inserting " (or any other public agency which operates schools providing technical, vocational, or other special education to children of elementary or secondary school age)" immediately after "If the Director of the Office of Emergency Planning determines with respect to any local educational agency", and (2) by striking out "if the Commissioner determines with respect to such local educational agency" and

inserting in lieu thereof "if the Commissioner determines with respect to such agency".

(b) Clause (2) of section 16(a), as amended by this Act, is further amended by inserting "(or, in the case of a public agency other than a local educational agency, school facilities providing technical, vocational, or other special education to children of elementary or secondary school age)" after "public elementary or secondary school facilities".

CLARIFYING AUTHORITY TO PROVIDE FUNDS FOR MINOR REPAIRS UNDER PUBLIC LAW 874

SEC. 316. Section 7(b) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended by inserting "to make minor repairs," immediately after "destroyed or seriously damaged as a result of such major disaster,".

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

(Public Law 89–10)

(Cordon Print of Public Law 89–10 as it would be amended if S. 1125 were to be enacted into law. Changes in existing law made by the bill are shown as follows: Existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman.)

AN ACT To strengthen and improve educational opportunities in the Nation's elementary and secondary schools.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Elementary and Secondary Education Act of 1965".

TITLE I—[FINANCIAL] ASSISTANCE [TO LOCAL EDUCATIONAL AGENCIES] FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES AND EXTENSION OF PUBLIC LAW 874, EIGHTY-FIRST CONGRESS

PART A—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR EDUCATION OF CHILDREN IN AREAS HAVING CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

SEC. 2. The Act of September 30, 1950, Public Law 874, Eighty-first Congress, as amended (20 U.S.C. 236–244), is amended by inserting:

"TITLE I—FINANCIAL ASSISTANCE FOR LOCAL EDUCATIONAL AGENCIES IN AREAS AFFECTED BY FEDERAL ACTIVITY"

immediately above the heading of section 1, by striking out "this Act" wherever it appears in sections 1 through 6, inclusive (other than where it appears in clause (B) of section 4(a)), and inserting in lieu thereof "this title", and by adding immediately after section 6 the following new title:

"TITLE II—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

* * * * * * *

EXTENSION OF TITLE I OF PUBLIC LAW 874, EIGHTY-FIRST CONGRESS

SEC. 5. Sections 2(a), 3(b), and 4(a) of title I of the Act of September 30, 1950, Public Law 874, Eighty-first Congress, as amended (20

U.S.C. 237(a), 238(b), 239(a)), are each amended by striking out "1966" each place where it appears and inserting in lieu thereof "1968".

PART B—NATIONAL TEACHER CORPS [1]

STATEMENT OF PURPOSE AND AUTHORIZATION OF APPROPRIATIONS

SEC. [511] *151.* (a) The purpose of this part is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation by—

(1) attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas; and

(2) attracting and training inexperienced teacher-interns who will be made available for teaching and inservice training to local educational agencies in such areas in teams led by an experienced teacher.

(b) For the purpose of carrying out this part, there are authorized to be appropriated $36,100,000 for the fiscal year ending June 30, 1966, [and] $64,715,000 for the fiscal year ending June 30, 1967, *$36,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for the fiscal years ending June 30, 1969, and June 30, 1970, respectively; and there are further authorized to be appropriated such sums for the fiscal year ending June 30, 1971, as may be necessary to enable any teacher-intern who has not completed his program of practical and academic training to continue such program for a period of not more than one additional year.*

ESTABLISHMENT OF NATIONAL TEACHER CORPS

SEC. [512] *152.* In order to carry out the purposes of this part, there is hereby established in the Office of Education a National Teacher Corps (hereinafter referred to as the "Teacher Corps"). The Teacher Corps shall be headed by a Director who shall be compensated at the rate prescribed for grade 17 of the General Schedule of the Classification Act of 1949, and a Deputy Director who shall be compensated at the rate prescribed for grade 16 of such General Schedule. The Director and the Deputy Director shall perform such duties as are delegated to them by the Commissioner.

TEACHER CORPS PROGRAM

SEC. [513] *153.* (a) For the purpose of carrying out this part, the Commissioner is authorized to—

(1) recruit, select, and enroll experienced teachers, and inexperienced teacher-interns who have a bachelor's degree or its equivalent, in the Teacher Corps for periods of up to two years;

(2) enter into arrangements, through grants or contracts, with institutions of higher education or [State or] local educational agencies (*upon approval in either case by the appropriate State educational agency*) *or with State educational agencies* to provide

[1] The bill transfers part B of title V of the Higher Education Act of 1965 to the position shown here, where it becomes part B of title I of the Elementary and Secondary Education Act of 1965. This print shows the effective changes the bill would make in reconstituting the part and amending its provisions.

members of the Teacher Corps with such training as the Commissioner may deem appropriate to carry out the purposes of this part, including not more than three months of training for members before they undertake their teaching duties under this part;

(3) enter into arrangements (including the payment of the cost of such arrangements) with local educational agencies, [after consultation in appropriate cases with States educational agencies and] *upon approval by the appropriate State educational agency and after consultation, in appropriate cases, with* institutions of higher education, to furnish to local educational agencies, for service during regular or summer sessions, or both, in the schools of such agencies in areas having concentrations of children from low-income families, either or both (A) experienced teachers, or (B) teaching teams, each of which shall consist of an experienced teacher and a number of teacher-interms who, in addition to duties, shall be afforded time by the local educational agency for a teacher-intern training program developed according to criteria established by the Commissioner and carried out under the guidance of the experienced teacher in cooperation with an institution of higher education; [and]

(4) pay to local educational agencies the amount of the compensation which such agencies pay to or on behalf of members of the Teacher Corps assigned to them pursuant to arrangements made pursuant to the preceding clause[.]*; and*

(5) accept and employ in the furtherance of the purposes of this part (A) voluntary and uncompensated services notwithstanding the provisions of section 3679(b) of the Revised Statutes, as amended (section 665(b) of title 31, United States Code), and (B) any money or property (real, personal, or mixed, tangible or intangible) received by gift, devise, bequest, or otherwise.

(b) Arrangements with institutions of higher education to provide training for teacher-interns while teaching in schools for local educational agencies under the provisions of this part shall provide, wherever possible, for training leading to a graduate degree.

(c)(1) Whenever the Commissioner determines that the demand for the services of experienced teachers or of teaching teams furnished pursuant to clause (3) of subsection (2) exceeds the number of experienced teachers or teaching teams available from the Teacher Corps, the Commissioner shall, to the extent practicable, allocate experienced teachers or teaching teams, as the case may be, from the Teacher Corps among the States in accordance with paragraph (2).

(2) Not to exceed [2 per centum] *3 per centum* of such teachers or teams, as the case may be, shall be allocated to Puerto Rico, [and] the Virgin Islands, *and elementary and secondary schools operated for Indian children by the Department of the Interior*, according to their respective needs. The remainder of such teams or teachers, as the case may be, shall be allocated among the other States in proportion to the number of children counted in each State for the purpose of determining the amount of [basic] grants made under section [203] *103* of title II of Public Law 874, Eighty-first Congress, as amended, for the fiscal year for which the allocation is made.

(d) A local educational agency may utilize members of the Teacher Corps assigned to it in providing, in the manner described in section

105(a)(2) of Public Law 874, Eighty-first Congress, as amended, educational services in which children enrolled in private elementary and secondary schools can participate.

COMPENSATION

SEC. [514] *154.* (a) An arrangement made with a local educational agency pursuant to paragraph (3) of section [513] *153* (a) shall provide for compensation by such agency of Teacher Corps members during the period of their assignment to it at the following rates:

(1) an experienced teacher who is not leading a teaching team shall be compensated at a rate which is equal to the rate paid by such agency for a teacher with similar training and experience who has been assigned similar teaching duties;

(2) an experienced teacher who is leading a teaching team shall be compensated at a rate agreed to by such agency and the Commissioner; and

(3) a teacher-intern shall be compensated at a rate which is equal to the lowest rate paid by such agency for teaching full time in the school system and grade to which the intern is assigned, *or $75 per week plus $15 per week for each dependent, whichever is less.*

(b) For any period of training under this part the Commissioner shall pay to members of the Teachers Corps such stipends (including allowances for subsistence and other expenses for such members and their dependents) as he may determine to be consistent with prevailing practices under comparable federally supported training programs.

(c) The Commissioner shall pay the necessary travel expenses of members of the Teacher Corps and their dependents and necessary expenses for the transportation of the household goods and personal effects of such members and their dependents, and such other necessary expenses of members as are directly related to their service in the Corps, including readjustment allowances proportionate to service.

(d) The Commissioner is authorized to make such arrangements as may be possible, including the payment of any costs incident thereto, to protect the tenure, retirement rights, participation in a medical insurance program, and such other similar employee benefits as the Commissioner deems appropriate, of a member of the Teacher Corps who participates in any program under this part and who indicates his intention to return to the local educational agency or institution of higher education by which he was employed immediately prior to his service under this part.

APPLICATION OF PROVISIONS OF FEDERAL LAW

SEC. [515] *155.* (a) Except as otherwise specifically provided in this section, a member of the Teacher Corps shall be deemed not to be a Federal employee and shall not be subject to the provisions of laws relating to Federal employment, including those relating to hours of work, rates of compensation, leave, unemployment compensation, and Federal employee benefits.

(b)(1) Such members shall, for the purposes of the administration of the Federal Employees' Compensation Act (5 U.S.C. 751 et seq.), be deemed to be civil employees of the United States within the

meaning of the term "employee" as defined in section 40 of such Act (5 U.S.C. 790) and the provisions thereof shall apply except as hereinafter provided.

(2) For purposes of this subsection:

(A) the term "performance of duty" in the Federal Employees' Compensation Act shall not include any act of a member of the Teacher Corps—

(i) while on authorized leave; or

(ii) while absent from his assigned post of duty, except while participating in an activity authorized by or under the direction or supervision of the Commissioner; and

(B) in computing compensation benefits for disability or death under the Federal Employees' Compensation Act, the monthly pay of a member of the Teacher Corps shall be deemed to be his actual pay or that received under the entrance salary for grade 6 of the General Schedule of the Classification Act of 1949, whichever is greater.

(c) Such members shall be deemed to be employees of the Government for the purposes of the Federal tort claims provisions of title 28, United States Code.

LOCAL CONTROL PRESERVED

SEC. [516] *156.* Members of the Teacher Coprs shall be under the direct supervision of the appropriate officials of the local educational agencies to which they are assigned. Except as otherwise provided in clause (3) of section [513] *153* (a), *no such member shall be assigned to any local educational agency unless such agency finds such member acceptable, and* such agencies shall retain the authority to—

(1) assign such members within their systems;

(2) make transfers within their systems;

(3) determine the subject matter to be taught;

(4) determine the terms and continuance of the assignment of such members within their systems.

MAINTENANCE OF EFFORT

SEC. [517] *157.* No member of the Teacher Corps shall be furnished to any local educational agency under the provisions of this part if such agency will use such member to replace any teacher who is or would otherwise be employed by such agency.

TEACHING IN SPECIAL PROGRAMS OF PROJECTS FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS

SEC. 158. For purposes of this part the term "local educational agency" includes any State educational agency or other public or private nonprofit agency which provides a program or project designed to meet the special educational needs of migratory children of migratory agricultural workers, and any reference in this part to teaching in the schools of a local educational agency includes teaching in any such program or project.

TITLE II—SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

* * * * * * *

ALLOTMENT TO STATES

SEC. 202. (a) (1) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 201(b). The commissioner shall allot the amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title. In addition, for the fiscal year ending June 30, [1967] *1968*, he shall allot from such amount to (A) the Secretary of the Interior the amount necessary for such assistance for children and teachers in elementary and secondary schools operated for Indian children by the Department of the Interior, and (B) the Secretary of Defense the amount necessary for such assistance for children and teachers in the overseas dependents schools of the Department of Defense. The terms upon which payments for such purpose shall be made to the Secretary of the Interior and the Secretary of Defense shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this title.

(2) From the sums appropriated for carrying out this title for any fiscal year pursuant to section 201(b), the Commissioner shall allot to each State an amount which bears the same ratio to the total of such sums as the number of children enrolled in the public and private elementary and secondary schools of that State bears to the total number of children enrolled in such schools in all of the States. The number of children so enrolled shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him. For purposes of this subsection, the term "State" shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

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TITLE III—SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES

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APPORTIONMENT AMONG STATES

SEC. 302. (a)(1) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for grants under this title. The Commissioner shall apportion the amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title. In addition, for the fiscal year ending June 30, [1967] *1968*, he shall apportion from such amount to (A) the Secretary of the Interior the amount necessary for such assistance for children and teachers in elementary and secondary schools operated

for Indian children by the Department of the Interior, and (B) the Secretary of Defense the amount necessary for such assistance for children and teachers in the overseas dependents schools of the Department of Defense. The terms upon which payments for such purpose shall be made to the Secretary of the Interior and the Secretary of Defense shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this title.

* * * * * * *

TITLE V—GRANTS TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION *AND FOR STATEWIDE EDUCATIONAL PLANNING*

PART A—GRANTS FOR STRENGTHENING LEADERSHIP RESOURCES OF STATE EDUCATIONAL AGENCIES

APPROPRIATIONS AUTHORIZED

SEC. 501. (a) The Commissioner shall carry out during the fiscal year ending June 30, 1966, and each of the four succeeding fiscal years, a program for making grants to stimulate and assist States in strengthening the leadership resources of their State educational agencies, and to assist those agencies in the establishment and improvement of programs to identify and meet the educational needs of States.

(b) For the purpose of making grants under this [title] *part*, there is hereby authorized to be appropriated the sum of $25,000,000 for the fiscal year ending June 30, 1966, and $30,000,000 for the fiscal year ending June 30, 1967, and $50,000,000 for the fiscal year ending June 30, 1968.

APPORTIONMENT AMONG STATES

SEC. 502. (a)(1) From 85 per centum of the sums appropriated for carrying out this [title] *part* for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 2 per centum of such 85 per centum of such sums, as he may determine and shall apportion such amount among the Commonwealth of Puerto Rico, Guam, American Samoa, [and] the Virgin Islands, *and the Trust Territory of the Pacific Islands* according to their respective needs for assistance under this [title] *part*. [From the remainder of such 85 per centum of such sums the Commissioner shall apportion $100,000 to each State, and shall apportion to each State such part of the remainder of such 85 per centum of such sums as the number of public school pupils in the State bears to the number of public school pupils in all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him.] *The remainder of such 85 per centum shall be apportioned by the Commissioner as follows:*

(A) He shall apportion 40 per centum of such remainder among the States in equal amounts.

(B) He shall apportion to each State an amount that bears the same ratio to 60 per centum of such remainder as the number of public school pupils in the State bears to the number of public school pupils in all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him.

For purposes of this paragraph, the term "State" does not include the Commonwealth of Puerto Rico, Guam, American Samoa, [and] the Virgin Islands, *and the Trust Territory of the Pacific Islands.*

(2) Fifteen per centum of the sums appropriated pursuant to section 501 for each fiscal year shall be reserved by the Commissioner for grants for special projects pursuant to section 505.

(b)(1) The amount apportioned to any State under paragraph (1) of subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reapportionment from time to time, on such dates during that year as the Commissioner may fix, to other States in proportion to the amounts originally apportioned among those States under subsection (a)(1) for that year, but with the proportionate amount for any of the other States being reduced to the extent it exceeds the sum the Commissioner estimates that State needs and will be able to use for that year; and the total of these reductions shall be similarly reapportioned among the States whose proportionate amounts were not so reduced. Any amount reapportioned to a State under this subsection from funds appropriated pursuant to section 501 for any fiscal year shall be deemed part of the amount apportioned to it under subsection (a)(1) for that year.

(2) In accordance with regulations of the Commissioner any State may file with him a request that a specified portion of the amount apportioned to it under subsection (a)(1) be added to the amount apportioned to another State under that subsection for the purpose of meeting a portion of the cost of carrying out one or more programs or activities under an approved application of that other State. If the Commissioner finds that the programs or activities with respect to which the request is made would meet needs of the State making the request and that use of the specified portion of the amount apportioned to that State, as requested by it, would assist in carrying out the purposes of this [title] *part*, that portion shall be added to the amount apportioned to the other State under subsection (a)(1) to be used for the purpose referred to above.

* * * * * * *

APPROVAL OF APPLICATIONS FOR GRANTS FROM APPORTIONED FUNDS

SEC. 504. An application for a grant under section 503 may be approved by the Commissioner only upon his determination that—

(a) each of the proposed projects, programs, and activities for which it is approved meets the requirements of section 503 and will make a significant contribution to strengthening the leadership resources of the applicant or its ability to participate effectively in meeting the educational needs of the State;

(b) the application contains or is supported by adequate assurance that Federal funds made available under the approved application will be so used as to supplement, and to the extent practical, increase the amounts of State funds that would in the absence of such Federal funds be made available for projects and activities which meet the requirements of section 503;

(c) the application sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including any

such funds paid by the State to agencies, institutions, or organizations) under this [title] *part*; and

(d) the application provides for making such reports, in such form and containing such information, as the Commissioner may require to carry out his functions under this title, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

* * * * * * *

PAYMENTS

SEC. 506. Payments pursuant to grants under this [title] *part* may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments, as the Commissioner may determine.

* * * * * * *

ADMINISTRATION OF STATE PLANS

SEC. 508. (a) The Commissioner shall not finally disapprove any application submitted under section 504, or any modification thereof, without first affording the State educational agency submitting the application reasonable notice and opportunity for a hearing.

(b) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State educational agency administering a program under an application approved under this [title] *part*, finds—

(1) that the application has been so changed that it no longer complies with the provisions of section 504(a), or

(2) that in the administration of the plan there is a failure to comply substantially with any such provision,

the Commissioner shall notify such State educational agency that the State shall not be regarded as eligible to participate in the program under this [title] *part* until he is satisfied that there is no longer any such failure to comply.

* * * * * * *

PERIODIC REVIEW OF PROGRAM AND LAWS

SEC. 510. (a) The Secretary shall, within ninety days after the date of enactment of this title, appoint an Advisory Council on State Departments of Education for the purpose of reviewing the administration of the programs for which funds are appropriated pursuant to this [title] *part* and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such programs and this [title] *part* and with respect to other Acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to education.

(b) The Council shall be appointed by the Secretary without regard to the civil service laws and shall consist of twelve persons who shall, to the extent possible, include persons familiar with the educational needs of the Nation, persons familiar with the administration of State and local educational programs, and persons representative of the general public.

(c) The Secretary is authorized to engage such technical assistance as may be required to carry out the functions of the Council, and the

Secretary shall, in addition, make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out such functions.

(d) The Council shall make an annual report of its findings and recommendations (including recommendations for changes in the provisions of this [title] *part* and of other education Acts) to the Secretary not later than March 31 of each calender year beginning after the enactment of this [title] *part*. The Secretary shall transmit each such report to the President and the Congress together with his comments and recommendations.

(e) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation at rates fixed by the Secretary. but not exceeding $100 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b–2) for persons in Government service employed intermittently.

Part B—Grants for Comprehensive Educational Planning and Evaluation

AUTHORIZATION

Sec. 521. To the end of enhancing the capability of the several States to make effective progress, through comprehensive and continuing planning, toward the achievement of opportunities for high-quality education for all segments of the population throughout the State, the Commissioner is authorized to make, in accordance with the provisions of this part, comprehensive planning and evaluation grants to States that have submitted, and had approved by the Commissioner, an application pursuant to section 523, and special project grants, related to the purposes of this part, pursuant to section 524. For the purpose of making such grants, there are authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for the next four fiscal years.

APPORTIONMENT AMONG THE STATES

Sec. 522. (a)(1) From the sums appropriated for carrying out this part for each fiscal year, 25 per centum shall be reserved for the purposes of section 524 and the remaining 75 per centum shall be available for grants to States under section 523.

(2) The Commissioner shall apportion not in excess of 2 per centum of the amount available for grants under section 523 among the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective needs for carrying out the purposes of this part. The remainder of such amount shall be apportioned by the Commissioner as follows:

(A) He shall apportion 40 per centum of such remainder among the States in equal amounts.

(B) He shall apportion to each State an amount that bears the same ratio to 60 per centum of such remainder as the population of

the State bears to the population of all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him.

For purposes of the preceding sentence, the term "State" does not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(b) The amount apportioned under this section to any State for the fiscal year ending June 30, 1968, shall be available for obligation for grants pursuant to applications approved during that year and the succeeding fiscal year.

(c) The amount of any State's apportionment for any fiscal year under paragraph (2) of subsection (a) which the Commissioner determines will not be required for grants to that State under section 523 during the period for which such apportionment is available may from time to time be reapportioned by the Commissioner to other States, according to their respective needs, as the Commissioner may determine. Any amount so reapportioned to a State from funds appropriated for any fiscal year shall be deemed to be a part of the amount apportioned to it under subsection (a) for that year.

COMPREHENSIVE PLANNING GRANTS

SEC. 523. (a) (1) Any State desiring to receive a grant or grants under this section from its apportionment under section 522 for any fiscal year shall designate or establish a single State agency or office (hereafter in this part referred to as the State educational planning agency) as the sole agency for carrying out or supervising the carrying out of a comprehensive statewide program of systematic planning and evaluation relating to education at all levels (including remedial education and retraining of adults), except that—

(A) the field of higher education shall be included only if the State so elects and so provides in an application (or amended or supplemental application) under this section, and

(B) in the event of such election the State may designate or establish a separate State agency (hereafter in this part referred to as the State higher education planning agency) for carrying out or supervising the carrying out of such planning and evaluation program with respect to higher education.

(2) A grant to a State may be made under this section only upon approval of an application submitted to the Commissioner through the State educational planning agency, except that, with respect to States electing to include the field of higher education as provided in clause (A) of paragraph (1) of this subsection and designating or establishing a State higher education planning agency as provided in clause (B) of paragraph (1), the Commissioner, by or pursuant to regulation—

(A) shall authorize the submission of a combined application which includes higher education (or an amended or supplemental application filed upon the making of such election) jointly through both of the State's planning agencies involved, or the submission of a separate application (or supplement) through the State's higher education planning agency as to so much of the State's program as relates to planning and evaluation in the field of higher education, and

(B) may provide for allocating, between the State's two planning agencies, the amount of any grant or grants under this section from the State's apportionment.

(3) An application (or amendment or supplement thereto) under this section shall set forth, in such detail as the Commissioner deems necessary, the statewide program referred to in paragraph (1) (or, in the case of a separate application or amendment or supplement with respect to the field of higher education, so much of the statewide program as relates to that field), which shall include provision for—

(A) setting statewide educational goals and establishing priorities among these goals;

(B) developing through analyses alternative means of achieving these goals, taking into account the resources available and the educational effectiveness of each of the alternatives (including, in the case of higher education, the resources and plans of private institutions in the State bearing upon the State's goals and plans for public higher education);

(C) planning new programs and improvements in existing programs based on the results of these analyses;

(D) developing and strengthening the capabilities of the State to conduct, on a continuous basis, objective evaluations of the effectiveness of educational programs; and

(E) developing and maintaining a permanent system for obtaining and collating significant information necessary to the assessment of progress toward the State's educational goals.

(b) Applications (including amendments and supplements thereto) for grants under this section may be approved by the Commissioner only if the application—

(1) has been submitted to the chief executive of the State for review and recommendations;

(2) sets forth, if the State has elected to include the field of higher education and has designated or established a separate State higher education planning agency, such arrangements for coordination, between the State's educational planning program in that field and the remaining educational planning program submitted by the State, as will in the Commissioner's judgment be effective;

(3) contains satisfactory assurance—

(A) that the assistance provided under this section, together with other available resources, will be so used for the several purposes specified in subparagraphs (A) through (E) of paragraph (3) of subsection (a) of this section as to result in the maximum possible effective progress toward the achievement of a high level of competence with respect to each of them, and

(B) that assistance under this part will, by the State planning agency involved, be used primarily in strengthening the capabilities of its own planning and evaluation staff or, to the extent that the program is to be carried out under the supervision of that agency by other agencies, the planning and evaluation staffs of such other agencies; but consistently with this objective part of the funds received under a grant under this section may be used, in appropriate circumstances, to employ consultants, or to enter into contracts for special projects with public or private agencies, institutions, or organizations having special competence in the areas of planning or evaluation;

(4) makes adequate provision (consistent with such criteria as the Commissioner may prescribe) for using funds granted to the applicant under this section, other than funds granted for planning and evaluation in the field of higher education, (A) to make program planning and evaluation services available to local educational agencies, and (B) in the case of such agencies in areas (particularly metropolitan areas) with school populations sufficiently large to warrant their own planning or evaluation staffs, to assist such agencies (financially or through technical assistance, or both) to strengthen their planning and evaluation capabilities and to promote coordinated areawide planning for such areas;

(5) provides for such methods of administration as are necessary for the proper and efficient operation of the program;

(6) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid under this part to the State (including any such funds paid by the State to agencies, institutions, or organizations referred to in subparagraph (B) of paragraph (3)); and

(7) provides for making such reports, in such form and containing such information as the Commissioner may reasonably require (copies of which shall also be sent to the chief executive of the State), and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(c) A grant made pursuant to an approval of an application under this section may be used to pay all or part of the cost of activities covered by the approved application and included in such grant, but excluding so much, if any, of such cost as is paid for from grants under part A.

SPECIAL PROJECTS

SEC. 524. (a) The sums reserved pursuant to section 522(a)(1) for the purposes of this section shall be used for grants for special projects in accordance with subsection (b) of this section.

(b) The Commissioner is authorized to make grants to public or private nonprofit agencies, institutions, or organizations, or to make contracts with public or private agencies, institutions, or organizations, for special projects related to the purposes of this part, to be conducted on an interstate, regional, or metropolitan area basis, including projects for such purposes as—

(1) metropolitan planning in education in areas covering more than one State;

(2) improvement and expansion in the educational planning of large cities within a State with due regard to the complexities of adequate metropolitan planning in such places;

(3) comparative and cooperative studies agreed upon between States or metropolitan areas;

(4) conferences to promote the purposes of this part and involving different States;

(5) publications of general use to the planning of more effective and efficient educational services, and other activities for dissemination of information related to the purposes of this part.

PAYMENTS

SEC. 525. Payments under this part may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments, as the Commissioner may determine.

TITLE VI—EDUCATION OF HANDICAPPED CHILDREN

PART A—ASSISTANCE TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN

[APPROPRIATIONS AUTHORIZED]

GRANTS TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN

SEC. 601.[(a)] The Commissioner is authorized to make grants pursuant to the provisions of this [title] *part* during the fiscal year ending June 30, 1967, and the succeeding fiscal year, for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) for the education of handicapped children (as defined in section 602) at the preschool, elementary and secondary school levels.

APPROPRIATIONS AUTHORIZED

[(b)] *SEC. 602.* For the purpose of making grants under this [title] *part* there is authorized to be appropriated $50,000,000 for the fiscal year ending June 30, 1967, and $150,000,000 for the fiscal year ending June 30, 1968.

[DEFINITION OF "HANDICAPPED CHILDREN"]

[SEC. 602. As used in this title, the term "handicapped children" includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.] [1]

ALLOTMENT OF FUNDS

SEC. 603. (a)(1) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 601(b). [The Commissioner shall allot the amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title.] *The Commissioner shall allot the amount appropriated pursuant to this paragraph among—*

(A) Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs, and

[1] Section 602 is deleted at this point and transferred to end of title, redesignated as section 613.

(B) for the fiscal year ending June 30, 1968, (i) the Secretary of the Interior according to the need for such assistance for the education of handicapped children in elementary and secondary schools operated for Indian children by the Department of the Interior, and (ii) the Secretary of Defense according to the need for such assistance for the education of handicapped children in the overseas dependents schools of the Department of Defense. The terms upon which payments for such purpose shall be made to the Secretary of the Interior and the Secretary of Defense shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this part.

(2) From the total amount appropriated pursuant to section 601(b) for any fiscal year the Commissioner shall allot to each State an amount which bears the same ratio to such amount as the number of children aged three to twenty-one, inclusive, in the State bears to the number of such children in all the States. For purposes of this subsection, the term "State" shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands.

(b) The number of children aged three to twenty-one, inclusive, in any State and in all the States shall be determined, for purposes of this section, by the Commissioner on the basis of the most recent satisfactory data available to him.

(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallotment, from time to time and on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for that year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly realloted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for that year.

STATE PLANS

SEC. 604. Any State which desires to receive grants under this [title] *part* shall submit to the Commissioner through its State educational agency a State plan in such detail as the Commissioner deems necessary. The Commissioner shall not approve a State plan or a modification of a State plan under this [title] *part* unless the plan meets the following requirements:

(a) The plan must provide satisfactory assurance that funds paid to the State under this [title] *part* will be expended, either directly or through local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (A) which are designed to meet the special educational and related needs of handicapped children throughout the State, (B) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (C) which may include the acquisition of equipment and

where necessary the construction of school facilities. Nothing in this [title] *part* shall be deemed to preclude two or more local educational agencies from entering into agreements, at their option, for carrying out jointly operated programs and projects under this [title] *part*. The plan may provide up to 5 per centum of the amount allotted to the State for any fiscal year or $75,000 ($25,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater, may be expended for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level.

(b) The plan must provide satisfactory assurance that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this [title] *part*.

(c) The plan must provide satisfactory assurance that the control of funds provided under this [title] *part*, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this [title] *part*, and that a public agency will administer such funds and property.

(d) The plan must set forth policies and procedures which provide satisfactory assurance that Federal funds made available under this [title] *part* will be so used as to supplement and, to the extent practical, increase the level of State, local, and private funds expended for the education of handicapped children, and in no case supplant such State, local, and private funds.

(e) The plan must provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing related services for, handicapped children.

(f) The plan must provide that the State educational agency will be the sole agency for administering or supervising the administration of the plan.

(g) The plan must provide for making such reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this [title] *part*, including reports of the objective measurements required by paragraph (e) of this subsection; and the plan must also provide for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(h) The plan must provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this [title] *part* to the State, including any such funds paid by the State to local educational agencies.

(i) The plan must provide satisfactory assurance that funds paid to the State under this [title] *part* shall not be made available to any school for handicapped children eligible for assistance under section [203] *103* (a)(5) of title II of Public Law 874, Eighty-firstCongress.

(j) The plan must provide satisfactory assurance, in the case of any project for construction of school facilities, that the project is not

inconsistent with overall State plans for the construction of school facilities and that the requirements of section 610 [1] will be complied with on all such construction projects.

(k) The plan must provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers and administrators of handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

PAYMENTS

SEC. 605. From the amounts allotted to each State under section 603, the Commissioner shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan. These payments may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

ADMINISTRATION OF STATE PLANS

SEC. 606. (a) The Commissioner shall not finally disapprove any State plan submitted under this [title] *part*, or any modification thereof, without first affording the State agency administering the plan reasonable notice and opportunity for a hearing.

(b) Whenever the Commissioner, after reasonable notice and opportunity for hearing to such State agency, finds—

(1) that the State plan has been so changed that it no longer complies with the provisions of section 604, or

(2) that in the administration of the plan there is a failure to comply substantially with any such provisions,

the Commissioner shall notify such State agency that the State will not be regarded as eligible to participate in the program under this [title] *part* until he is satisfied that there is no longer any such failure to comply.

JUDICIAL REVIEW

SEC. 607. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under section 604 or with his final action under section 606(b), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

[1] This section would be redesignated as section 613 by this bill.

(c) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 to title 28, United States Code.

PART B—REGIONAL RESOURCE CENTERS FOR IMPROVEMENT OF THE EDUCATION OF HANDICAPPED CHILDREN

REGIONAL RESOURCE CENTERS

SEC. 608. (a) For the purpose of aiding in the establishment and operation of regional centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them and will provide other services to assist in meeting such needs, there are authorized to be appropriated $7,500,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for each of the four succeeding fiscal years.

(b) Appropriations under this section shall be available to the Commissioner for grants to or contracts with institutions of higher education, State educational agencies, or combinations of such agencies or institutions, within particular regions of the United States, to pay all or part of the cost of establishment (including construction) or operation of regional resource centers for the improvement of education of the handicapped in such regions. Centers established or operated under this section shall (1) provide testing and educational evaluation to determine the special educational needs of handicapped children referred to such centers, (2) develop educational programs to meet those needs, and (3) assist schools and other appropriate agencies, organizations, and institutions in providing such educational programs through services such as consultation (including, in appropriate cases, consultation with parents or teachers of handicapped children at such regional centers), periodic reexamination and reevaluation of special educational programs, and other technical services.

(c) In determining whether to approve an application for a project under this section, the Commissioner shall consider the need for such a center in the region to be served by the applicant and the capability of the applicant to develop and apply, with the assistance of funds under this section, new methods, techniques, devices, or facilities relating to educational evaluation or education of handicapped children.

(d) Payment pursuant to grants or contracts under this section may be made (after necessary adjustments on account of previously made underpayments or overpayments) in advance or by reimbursement, and in such installments and on such conditions as the Commissioner may determine.

PART C—RECRUITMENT OF PERSONNEL—INFORMATION ON EDUCATION OF THE HANDICAPPED

GRANTS OR CONTRACTS TO IMPROVE RECRUITING OF EDUCATIONAL PERSONNEL, AND TO IMPROVE DISSEMINATION OF INFORMATION CONCERNING EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED

SEC. 609. (a) The Commissioner is authorized to make grants to public or nonprofit private agencies, organizations, or institutions, or to

enter into contracts with public or private agencies, organizations, or institutions for projects for—

(1) encouraging students and professional personnel to work in various fields of education of handicapped children and youth through, among other ways, developing and distributing imaginative or innovative materials to assist in recruiting personnel for such careers, or publicizing existing forms of financial aid which might enable students to pursue such careers, or

(2) disseminating information about the programs, services, and resources for the education of handicapped children, or providing referral services, to parents, teachers, and other persons especially interested in the handicapped.

(b) To carry out the purposes of this section, there are authorized to be appropriated $1,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for each of the four succeeding fiscal years.

PART D—GENERAL PROVISIONS

NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

SEC. [608] *610.* (a) The Commissioner shall establish in the Office of Education a National Advisory Committee on Handicapped Children, consisting of the Commissioner, who shall be Chairman, and not more than twelve additional members, not less than 50 per centum of whom shall be persons affiliated with educational, training, or research programs for the handicapped, appointed by the Commissioner without regard to the civil service laws.

(b) The Advisory Committee shall review the administration and operation of this Act, title II of Public Law 874, Eighty-first Congress, and other provisions of law administered by the Commissioner, with respect to handicapped children, including their effect in improving the educational attainment of such children, and make recommendations for the improvement of such administration and operation with respect to such children. These recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children. The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than January 31 of 1968 and each fiscal year thereafter. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments or recommendations he may have with respect thereto.

(c) Members of the Advisory Committee who are not regular full-time employees of the United States shall, while serving on business of the Committee, be entitled to receive compensation at rates fixed by the Commissioner, but not exceeding $100 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5 of the United States Code for persons in Government service employed intermittently.

(d) The Commissioner may, at the request of the Advisory Committee, appoint such special advisory professional or technical personnel as may be necessary to enable the Advisroy Committee to carry out its duties.

BUREAU FOR EDUCATION AND TRAINING OF THE HANDICAPPED

SEC. [609] *611.* The Commissioner shall establish at the earliest practicable date not later than July 1, 1967, and maintain within the Office of Education a bureau for the education and training of the handicapped which shall be the principal agency in the Office of Education for administering and carrying out programs and projects relating to the education and training of the handicapped, including programs and projects for the training of teachers of the handicapped and for research in such education and training.

LABOR STANDARDS

SEC. [610] *612.* All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a–276a–5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

DEFINITION OF "HANDICAPPED CHILDREN"

SEC. [602] *613.* As used in this title, the term "handicapped children" includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

SHORT TITLE

SEC. 614. This title may be cited as the "Education of the Handicapped Act".

TITLE VII—GENERAL PROVISIONS

DEFINITIONS

SEC. 701. As used in titles II, III, [and V] *V*, and *VI* of this [Act] *Act, except when otherwise specified—*

(a) * * *

* * * * * * *

(j) The term "State" includes, in addition to the several States of the Union, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, and the Virgin Islands and for purposes of [title II and title III,] *titles II, III, V, and VI* such term *also* includes the Trust Territory of the Pacific Islands.

SCHOOL CONSTRUCTION IN AREAS AFFECTED BY FEDERAL ACTIVITIES

(Public Law 815, 81st Cong.)

(Cordon Print of school disaster provisions of Public Law 815, 81st Congress, as it would be amended, if S. 1125 were to be enacted into law. Changes in existing law made by the bill are shown as fcllows: Existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman.)

AN ACT Relating to the construction of school facilities in areas affected by Federal activities, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

* * * * * * *

DEFINITIONS

SEC. 15. For the purposes of this Act—

(1) The term "Federal property" means real property which is owned by the United States or is leased by the United States, and which is not subject to taxation by any State or any political subdivision of a State or by the District of Columbia. [Such term includes real property which is owned by the United States and leased therefrom and the improvements thereon, even though the lessee's interest, or any improvement on such property, is subject to taxation by a State or a political subdivision of a State or by the District of Columbia.] Such term [also] includes (A) except for purposes of section 6, real property held in trust by the United States for individual Indians or Indian tribes, and real property held by individual Indians or Indian tribes which is subject to restrictions on alienation imposed by the United States, (B) for one year beyond the end of the fiscal year in which occurred the sale or transfer thereof by the United States, any property considered prior to such sale or transfer to be Federal property for the purposes of this Act, and (C) any school which is providing flight training to members of the Air Force under contractual arrangements with the Department of the Air Force at an airport which is owned by a State or a political subdivision of a State. *Such term also includes any interest in Federal property (as defined in the foregoing provisions of this paragraph) under an easement, lease, license, permit, or other arrangement, as well as any improvements of any nature (other than pipelines or utility lines) on such property even though such interests or improvements are subject to taxation by a State or political subdivision of a State or by the District of Columbia.* Notwithstanding the foregoing provisions of this paragraph, such term does not include, (A) any real property used for a labor supply center, labor home, or labor camp or migratory farmworkers, (B) any real

property under the jurisdiction of the Post Office Department and used primarily for the provision of postal services, or (C) any low-rent housing project held under title II of the National Industrial Recovery Act, the Emergency Relief Appropriations Act of 1935, the United States Housing Act of 1937, the Act of June 28, 1940 (Public Law 671 of the Seventy-sixth Congress), or any law amendatory of or supplementary to any of such Acts.

* * * * * * *

SCHOOL CONSTRUCTION ASSISTANCE IN MAJOR DISASTER AREAS

SEC. 16. (a) If the Director of the Office of Emergency Planning determines with respect to any local educational agency (*or any other public agency which operates schools providing technical, vocational, or other special education to children of elementary or secondary school age*) that—

(1)(A) such agency is located in whole or in part within an area which, after August 30, 1965, and prior to [July 1, 1967] *July 1, 1972*, has suffered a major disaster as a result of any flood, drought, fire, hurricane, earthquake, storm, or other catastrophe which, in the determination of the President pursuant to section 2(a) of the Act of September 30, 1950 (42 U.S.C. 1855(a)), is or threatens to be of sufficient severity and magnitude to warrant disaster assistance by the Federal Government, and

(B) the Governor of the State in which such agency is located has certified the need for disaster assistance under this section, and has given assurance of expenditure of a reasonable amount of the funds of the government of such State, or of any political subdivision thereof, for the same or similar purposes with respect to such catastrophe,

and [if the Commissioner determines with respect to such local educational agency] *if the Commissioner determines with respect to such agency* that—

[(2) public elementary or secondary school facilities of such agency have been destroyed or seriously damaged as a result of this major disaster;] (*2*) *as a result of this major disaster, (A) public elementary or secondary school facilities (or, in the case of a public agency other than a local educational agency, school facilities providing technical, vocational, or other special education to children of elementary or secondary school age) of such agency have been destroyed or seriously damaged, or (B) private elementary or secondary school facilities serving children who reside in the area served by such agency have been destroyed and will not be replaced thereby increasing the need of such agency for school facilities;*

[(3) such agency is making a reasonable tax effort and is exercising due diligence in availing itself of State and other financial assistance available for the replacement or restoration of such school facilities;] (*3*) *such agency is utilizing or will utilize all State and other financial assistance available for the replacement or restoration of such school facilities;*

(4) such agency does not have sufficient funds available to it from State, local, and other Federal sources (including funds available under other provisions of this Act), and from the

proceeds of insurance on such school facilities, *and requires an amount of additional assistance equal to at least $1,000 or one-half of 1 per centum of such agency's current operating expenditures during the fiscal year preceding the one in which such disaster occurred, whichever is less*, to provide the minimum school facilities needed (*A*) for the restoration or replacement of the school facilities *of such agency* so destroyed or seriously damaged *or* (*B*) *to serve, in facilities of such agency, children who but for the destruction of the private facilities referred to in clause (2)(B) would be served by such private facilities*; and

(5) to the extent that the operation of private elementary and secondary schools in the school attendance area of the local educational agency has been disrupted or impaired by such disaster, such local educational agency has complied with the provisions of section 7(a)(3) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), with respect to provisions for the conduct of educational programs under public auspices and administration in which children enrolled in such private elementary and secondary schools may attend and participate,

the Commissioner may provide the additional assistance necessary to enable such agency to provide such facilities, upon such terms and in such amounts (subject to the provisions of this section) as the Commissioner may consider to be in the public interest; but such additional assistance, plus the amount which he determines to be available form State, local, and other Federal sources (including funds available under other provisions of this Act), and from the proceeds of insurance, may not exceed the cost of construction incident to the restoration or replacement of the school facilities destroyed or damaged as a result of the disaster. In any case deemed appropriate by the Commissioner such assistance may be in the form of a repayable advance subject to such terms and conditions as he considers to be in the public interest.

(b) There are hereby authorized to be appropriated for each fiscal year such amounts as may be necessary to carry out the provisions of this section. Pending such appropriation, the Commissioner may expend (without regard to subsections (a) and (e) of section 3679 of the Revised Statutes (31 U.S.C. 665)) from any funds heretofore or hereafter appropriated for expenditure in accordance with other sections of this Act such sums as may be necessary for immediately providing assistance under this section, such appropriations to be reimbursed from the appropriations authorized by this subsection when made.

(c) No payment may be made to any local educational agency under subsection (a) except upon application therefor which is submitted through the appropriate State educational agency and is filed with the Commissioner in accordance with regulations prescribed by him, and which meets the requirements of section 6(b)(1). In determining the order in which such applications shall be approved, the Commissioner shall consider the relative educational and financial needs of the local educational agencies which have submitted approvable applications. No payment may be made under subsection (a) unless the Commissioner finds, after consultation with the State and local educational agencies, that the project or projects with respect to which it is made are not inconsistent with overall State plans for the

construction of school facilities. All determinations made by the Commissioner under this section shall be made only after consultation with the appropriate State educational agency and the local educational agency.

(d) Amounts paid by the Commissioner to local educational agencies under subsection (a) may be paid in advance or by way of reimbursement and in such installments as the Commissioner may determine. Any funds paid to a local educational agency and not expended or otherwise used for the purposes for which paid shall be repaid to the Treasury of the United States.

(e) None of the provisions of sections 1 to 10, both inclusive, other than sections 6(b)(1), shall apply with respect to this section.

FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES IN AREAS AFFECTED BY FEDERAL ACTIVITIES AND FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

(Public Law 874, 81st Cong.)

(Cordon Print of Public Law 874, 81st Congress, as it would be amended if S. 1125 were to be enacted into law. Changes in existing law made by the bill are shown as follows: Existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman.)

AN ACT To provide financial assistance for local educational agencies in areas affected by Federal activities, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I—FINANCIAL ASSISTANCE FOR LOCAL EDUCATIONAL AGENCIES IN AREAS AFFECTED BY FEDERAL ACTIVITY

* * * * * * *

ASSISTANCE FOR CURRENT SCHOOL EXPENDITURES IN MAJOR DISASTER AREAS

SEC. 7. (a) If the Director of the Office of Emergency Planning determines with respect to any local educational agency (*or any other public agency which operates schools providing technical, vocational, or other special education to children of elementary or secondary school age*) that—

(1)(A) such agency is located in whole or in part within an area which, after August 30, 1965, and prior to [July 1, 1967,] *July 1, 1972*, suffered a major disaster as a result of any flood, drought, fire, hurricane, earthquake, storm, or other catastrophe which, in the determination of the President pursuant to section 2(a) of the Act of September 30, 1950 (42 U.S.C. 7855a(a)), is or threatens to be of sufficient severity and magnitude to warrant disaster assistance by the Federal Government, and

(B) the Governor of the State in which such agency is located has certified the need for disaster assistance under this section, and has given assurance of expenditure of a reasonable amount of the funds of the government of such State, or of any political subdivision thereof, for the same or similar purposes with respect to such catastrophe.

and if the Commissioner determines with respect to such [local educational] agency that—

[(2) such agency is making a reasonable tax effort and is exercising due diligence in availing itself of State and other

financial assistance, but as a result of such major disaster it is unable to secure sufficient funds to meet the cost of providing free public education for the children attending the schools of such agency, and] *(2) such agency is utilizing or will utilize all State and other financial assistance available to it for the purpose of meeting the cost of providing free public education for the children attending the schools of such agency, but as a result of such major disaster it is unable to obtain sufficient funds for such purpose and requires an amount of additional assistance equal to at least $1,000 or one-half of 1 per centum of such agency's current operating expenditures during the fiscal year preceding the one in which such disaster occurred, whichever is less, and*

(3) to the extent that the operation of private elementary and secondary schools in the school attendance area of such local educational agency has been disrupted or impaired by such disaster, such local educational agency has made provisions for the conduct of educational programs under public auspices and administration in which children enrolled in such private elementary and secondary schools may attend and participate: *Provided*, That nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction.

the Commissioner may provide to such agency the additional assistance necessary to provide free public education to the children attending the schools of such agency, upon such terms and in such amounts (subject to the provisions of this section) as the Commissioner may consider to be in the public interest. Such additional assistance may be provided for a period not greater than a five fiscal year period beginning with the fiscal year in which the President has determined that such area suffered a major disaster The amount so provided for any fiscal year shall not exceed the amount which the Commissioner determines to be necessary to enable such agency, with the State, local, and other Federal funds available to it for such purpose, to provide a level of education equivalent to that maintained in the schools of such agency [during the last full fiscal year] prior to the occurrence of such major disaster, taking into account the additional costs reasonably necessary to carry out the provisions of subparagraph (3) of this section. The amount, if any, so provided for the second, third, and fourth fiscal years following the fiscal year in which the President determined that such area has suffered a major disaster shall not exceed 75 per centum, 50 per centum, and 25 per centum, respectively, of the amount so provided for the first fiscal year following such determination.

(b) In addition to and apart from the funds provided under subsection (a), the Commissioner is authorized to provide to such agency an amount which he determines to be necessary to replace instructional and maintenance supplies, equipment, and materials (including textbooks) destroyed or seriously damaged as a result of such major disaster, *to make minor repairs* and to lease or otherwise provide (other than by acquisition of land or erection of facilities) school and cafeteria facilities needed to replace temporarily such facilities which have been made unavailable as a result of the major disaster.

(c) There is hereby authorized to be appropriated for each fiscal year such amounts as may be necessary to carry out the provisions

of this section. Pending such appropriation, the Commissioner may expend (without regard to subsections (a) and (e) of section 3679 of the Revised Statutes (31 U.S.C. 665)) from any funds heretofore or hereafter appropriated for expenditure in accordance with other sections of this Act, such sums as may be necessary for immediately providing assistance under this section, such appropriations to be reimbursed from the appropriations authorized by this subsection when made.

(d) No payment may be made to any local educational agency under this section except upon application therefor which is submitted through the appropriate State educational agency and is filed with the Commissioner in accordance with the regulations prescribed by him. In determining the order in which such applications shall be approved, the Commissioner shall consider the relative educational and financial needs of the local educational agencies which have submitted approvable applications.

(e) Amounts paid by the Commissioner to local educational agencies under this section may be paid in advance or by way of reimbursement and in such installments as the Commissioner may determine. Any funds paid to a local educational agency and not expended or otherwise used for the purposes for which paid shall be repaid to the Treasury of the United States.

TITLE II—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

DECLARATION OF POLICY

SEC. [201] *101.* In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including pre-school programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

DURATION OF ASSISTANCE

SEC. [202] *102.* The Commissioner shall, in accordance with the provisions of this title, make payments to State educational agencies for the period beginning July 1, 1965, and ending June 30, 1968.

GRANTS—AMOUNT AND ELIGIBILITY

SEC. [203] *103.* (a)(1)(A) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year payments to States under section 207(a) (other than payments under such section to jurisdictions excluded from the term 'State' by this subsection). The Commissioner shall allot the

amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective need for such grants. In addition he shall allot from such amount to the Secretary of the Interior the amount necessary to make payments pursuant to subparagraph (B) of this paragraph, and for the fiscal year ending June 30, [1967] *1968*, the amount necessary to meet the special educational needs of educationally deprived children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior. The maximum grant which a local educational agency in Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands shall be eligible to receive and the terms upon which payment shall be made to the Department of the Interior shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this title.

(B) The terms on which payment shall be made to the Department of the Interior shall include provision for payments by the Secretary of the Interior to local educational agencies with respect to out-of-State Indian children in the elementary or secondary schools of such agencies under special contracts with that Department. The amount of any such payment may not exceed, for each such child, one-half the average per pupil expenditure in the State in which the agency is located.

(2) In any case in which the Commissioner determines that satisfactory data for that purpose are available, the maximum grant which a local educational agency in a State shall be eligible to receive under this title for any fiscal year shall be (except as provided in paragraph (3)) an amount equal to the Federal percentage (established pursuant to subsection (c)) of the average per pupil expenditure in that State or, if greater, in the United States (which for purposes of this and the last sentence of the paragraph means the fifty States and the District of Columbia), multiplied by the number of children in the school district of such agency who are aged five to seventeen, inclusive, and are (A) in families having an annual income of less than the low-income factor (established pursuant to subsection (c)), (B) in families receiving an annual income in excess of the low-income factor (established pursuant to subsection (c)) from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act, or (C) living in institutions for neglected or delinquent children (*other than such institutions operated by the United States*) but not counted pursuant to paragraph [(5)] *(7)* of this subsection for the purpose of a grant to a State agency, or being supported in foster homes with public funds. In any other case, the maximum grant for any local educational agency in a State shall be determined on the basis of the aggregate maximum amount of such grants for all such agencies in the county or counties in which the school district of the particular agency is located, which aggregate maximum amount shall be equal to the Federal percentage of such per pupil expenditure multipled by the number of children of such ages in such county or counties who are described in clause (A), (B), or (C) of the previous sentence, and shall be allocated among those agencies upon such equitable basis as may be determined by the State educational agency in

accordance with basic criteria prescribed by the Commissioner. For purposes of this subsection, the "average per pupil expenditure" in a State, or in the United States, shall be the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made, of all local educational agencies as defined in section 303(6)(A) in the State, or in the United States, as the case may be, plus any direct current expenditures by the State for operation of such agencies (without regard to the sources of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

(3)(A) If the maximum amount of the grant determined pursuant to paragraph (1) or (2) for any local educational agency for the fiscal year ending June 30, 1967, is greater than 50 per centum of the sum budgeted by that agency for current expenditures for that year (as determined pursuant to regulations of the Commissioner), such maximum amount shall be reduced to 50 per centum of such budgeted sum.

(B) In the case of local educational agencies which serve in whole or in part the same geographical area, and in the case of a local educational agency which provides free public education for a substantial number of children who reside in the school district of another local educational agency, the State educational agency may allocate the amount of the maximum grants for those agencies among them in such manner as it determines will best carry out the purposes of this title.

(4) For purposes of this subsection, the term "State" does not include Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(5) In the case of a State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education), the maximum grant which that agency shall be eligible to receive under this title for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in that State or, if greater, in the United States (which for purposes of this sentence means the fifty States and the District of Columbia) multipled by the number of such children in average daily attendance, as determined by the Commissioner, at schools for handicapped children operated or supported by that State agency, in the most recent fiscal year for which satisfactory data are available. Such State agency shall use payments under this title only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children.

(b) A local educational agency shall be eligible for a grant for a fiscal year under this title only if it meets the following requirements with respect to the number of children aged five to seventeen, inclusive, described in clauses (A), (B), and (C) of the first sentence of paragraph (2) of subsection (a):

(1) In any case (except as provided in paragraph (3)) in which the Commissioner determines that satisfactory data for the

purpose of this subsection as to the number of such children are available on a school district basis, the number of such children in the school district of such local educational agency shall be at least ten.

(2) In any other case, except as provided in paragraph (3), the number of children in the county which includes such local educational agency's school district shall be at least ten.

(3) In any case in which a county includes a part of the school district of the local educational agency concerned and the Commissioner has not determined that satisfactory data for the purpose of this subsection are available on a school district basis for all the local educational agencies for all the counties into which the school district of the local educational agency concerned extends, the eligibility requirement with respect to the number of children for such local educational agency shall be determined in accordance with regulations prescribed by the Commissioner for the purposes of this subsection.

(c) For the purposes of this section, the "Federal percentage" shall be 50 per centum and the "low-income factor" shall be $2,000 for the fiscal year ending June 30, 1966, and the fiscal year ending June 30, 1967. For the fiscal year ending June 30, 1968, they shall be 50 per centum and $3,000 respectively.

(d) For the purposes of this section, the Commissioner shall determine the number of children aged five to seventeen, inclusive, of families having an annual income of less than the low-income factor (as established pursuant to subsection (c)) on the basis of the most recent satisfactory data available from the Department of Commerce. At any time such data for a county are available in the Department of Commerce, such data shall be used in making calculations under this section. The Secretary of Health, Education, and Welfare shall determine the number of children of such ages from families receiving an annual income in excess of the low-income factor from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act, and the number of children of such ages living in institutions for neglected or delinquent children, or being supported in foster homes with public funds, on the basis of the latest calendar or fiscal year data, whichever is later. When requested by the Commissioner, the Secretary of Commerce shall make a special estimate of the number of children of such ages from families having an annual income less than the low income factor (established pursuant to subsection (c)) in each county or school district, and the Commissioner is authorized to pay (either in advance or by way of reimbursement) the Secretary of Commerce the cost of making this special estimate. The Secretary of Commerce shall give consideration to any request of the chief executive of a State for the collection of additional census information.

(6) A State educational agency which has submitted and had approved an application under section [205] *105*(c) for any fiscal year shall be entitled to receive a grant for that year under this title for establishing or improving programs for migratory children of migratory agricultural workers. The maximum total of grants which shall be available for use in any State for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in the United States multiplied by (A) the esti-

mated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (B) the full-time equivalent of the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State part time, as determined by the Commissioner in accordance with regulations. For purposes of this paragraph, the "average per pupil expenditure" in the United States shall be the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made, of all local educational agencies (as defined in section 303(6)(A)) in the United States (including only the fifty States and the District of Columbia) plus any direct current expenditures by States for operation of local educational agencies (without regard to the sources of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

(7) In the case of a State agency which is directly responsible for providing free public education for children in institutions for neglected or delinquent children, the maximum grant which that agency shall be eligible to receive under this title for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in that State multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for such children operated or supported by that State agency, in the most recent fiscal year for which satisfactory data are available. Such State agency shall use payments under this title only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children.

SEC. [204] *104.* * * *

APPLICATION

SEC. [205] *105.* (a) A local educational agency, may receive a grant under this title for any fiscal year only upon application therefor approved by the appropriate State educational agency, upon its determination (consistent with such basic criteria as the Commissioner may establish)—

(1) that payments under this title will be used for programs and projects (including the acquisition of equipment, and, where necessary, the construction of school facilities and plans made or to be made for such programs, projects, and facilities) (A) which are designed to meet the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low-income families and (B) which are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting those needs and to this end involve an expenditure of not less than $2,500, except that the State educational agency may with respect to any applicant reduce the $2,500 requirement if it determines that it would be impossible, for reasons such as distance or difficulty of travel, for the applicant to join effectively with other local educational agencies for the purpose of meeting the requirement; and nothing herein shall be deemed to preclude two or more local educational

agencies from entering into agreements, and their option, for carrying out jointly operated programs and projects under this title: *Provided*, That the amount used for plans for any fiscal year shall not exceed 1 per centum of the maximum amount determined for that agency for that year pursuant to section [203] *103* or $2,000, whichever is greater.

(2) that, to the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency has made provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate;

(3) that the local educational agency has provided satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom shall be in a public agency for the uses and purposes provided in this title, and that a public agency will administer such funds and property;

(4) in the case of any project for construction of school facilities, that the project is not inconsistent with overall State plans for the construction of school facilities and that the requirements of section [209] *109* will be complied with on all such construction projects;

(5) in the case of an application for payments for planning, (A) that the planning was or will be directly related to programs or projects to be carried out under this title, and has resulted, or is reasonably likely to result, in a program or project which will be carried out under this title, and (B) that planning funds are needed because of the innovative nature of the program or project or because the local educational agency lacks the resources necessary to plan adequately for programs and projects to be carried out under this title.

(6) that effective procedures, including provision for appropriate objective measurements of educational achievement will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children;

(7) that the local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this title including information relating to the educational achievement of students participating in programs carried out under this title and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports;

(8) in the case of a project for the construction of school facilities, that, in developing plans for such facilities due consideration has been given to compliance with such standards as the Secretary may prescribe or approve in order to insure that facilities constructed with the use of federal funds under this title shall be, to the extent appropriate in view of the uses to be made of the facilities, accessible to and usable by handicapped persons;

(9) that effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(10) in the case of a project for the construction of school facilities, that, in developing plans for such facilities, due consideration has been given to excellence of architecture and design, and to the inclusion of works of art (not representing more than 1 per centum of the cost of the project).

(b) The State educational agency shall not finally disapprove in whole or in part any application for funds under this title without first affording the local educational agency submitting the application reasonable notice and opportunity for a hearing.

(c)(1) A State educational agency or a combination of such agencies may apply for a grant for any fiscal year under this title to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The Commissioner may approve such an application only upon his determination—

(A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects with similar programs and projects in other States, including transmittal of pertinent information with respect to school records of such children;

(B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of title III of the Economic Opportunity Act of 1964; and

(C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of clauses (1)(B) and (2) through [(8)] *(10)* of subsection (a), and of section [206] *106*(a).

The Commissioner shall not finally disapprove an application of a State educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the State educational agency.

(2) If the Commissioner determines that a State is unable or unwilling to conduct educational programs of migratory children of migratory agricultural workers, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this subsection in one or more States, and for this purpose he may set aside on an equitable basis and use all or part of the maximum total of grants available for such State or States.

ASSURANCES FROM STATES

SEC. [206] *106*. (a) Any State desiring to participate under this title (except with respect to the program described in section [205] *105*(c) relating to migratory children of migratory agricultural

workers) shall submit through its State educational agency to the Commissioner an application, in such detail as the Commissioner deems necessary, which provides satisfactory assurance—

(1) that, except as provided in section [207] *107*(b), payments under this title will be used only for programs and projects which have been approved by the State educational agency pursuant to section [205] *105*(a) and which meet the applicable requirements of that section and of section [203] *103*(a)(5) and that such agency will in all other respects comply with the provisions of this title, including the enforcement of any obligations imposed upon a local educational agency under section [205] *105*(a);

(2) that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this title; and

(3) that the State educational agency will make to the Commissioner (A) periodic reports (including the results of objective measurements required by section [205] *105*(a)[(5)](*6*)) evaluating the effectiveness of payments under this title and of particular programs assisted under it in improving the educational attainment of educationally deprived children, and (B) such other reports as may be reasonably necessary to enable the Commissioner to perform his duties under this title (including such reports as he may require to determine the amounts which the local educational agencies of that State are eligible to receive for any fiscal year), and assurance that such agency will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) The Commissioner shall approve an application which meets the requirements specified in subsection (a), and he shall not finally disapprove an application except after reasonable notice and opportunity for a hearing to the State educational agency.

PAYMENT

SEC. [207] *107*. (a)(1) The Commission shall, subject to the provisions of section [208] *108*, from time to time pay to each State, in advance or otherwise, the amount which it and the local educational agencies of that State are eligible to receive under this title. Such payments shall take into account the extent (if any) to which any previous payment to such State educational agency under this title (whether or not in the same fiscal year) was greater or less than the amount which should have been paid to it.

(2) From the funds paid to it pursuant to paragraph (1) each State educational agency shall distribute to each local educational agency of the State which is not ineligible by reason of section [203] *103*(b) and which has submitted an application approved pursuant to section [205] *105*(a) the amount for which such application has been approved, except that this amount shall not exceed the maximum amount determined for that agency pursuant to section [203] *103*.

(b) The Commissioner is authorized to pay to each State amounts equal to the amounts expended by it for the proper and efficient per-

formance of its duties under this title (including technical assistance for the measurements and evaluations required by section [205] *105*(a)[(5)] *(6)*), except that the total of such payments in any fiscal year shall not exceed—

(1) 1 per centum of the total maximum grants for State and local educational agencies of the State as determined for that year pursuant to sections [203] *103*, and [208] *108*, or

(2) [$75,000] *$150,000*, or $25,000 in the case of Puerto Rico, Wake Island, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands,

whichever is greater.

(c)(1) No payments shall be made under this title for any fiscal year to a State which has taken into consideration payments under this title in determining the eligibility of any local educational agency in that State for State aid, or the amount of that aid, with respect to the free public education of children during that year of the preceding fiscal year.

(2) No payments shall be made under this title to any local educational agency for any fiscal year unless the State educational agency finds that the combined fiscal effort (as determined in accordance with regulations of the Commissioner) of that agency and the State with respect to the provision of free public education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS

SEC. [208] *108*. If the sums appropriated for any fiscal year for making the payments provided in this title are not sufficient to pay in full the total amounts which all local and State educational agencies are eligible to receive under this title for such year, such amounts shall be reduced ratably. In case additional funds became available for making payments under this title for that year, such reduced amounts shall be increased on the same basis that they were reduced. In order to permit reductions made pursuant to this section for any fiscal year to be offset at least in part, the Commissioner may set dates by which (1) State educational agencies must certify to him the amounts for which the applications of educational agencies have been or will be approved by the State, and (2) State educational agencies referred to in section [203] *103*(a)(6) must file applications. The excess of (1) the total of the amounts of the maximum grants computed for all educational agencies of any State under section [203] *103*, as ratably reduced under this section, over (2) the total of the amounts for which applications of agencies of that State referred te in clauses (1) and (2) of the preceding sentence are approved shall be available, in accordance with regulations, first to educational agencies in that State and then to educational agencies in other States to offset proportionately ratable reductions made under this section.

LABOR STANDARDS

SEC. [209] *109*. All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing on

similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a 276a–5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z–15) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

WITHHOLDING

SEC. [210] *110.* Whenever the Commissioner, after reasonable notice and opportunity for hearing to any State educational agency, finds that there has been a failure to comply substantially with any assurance set forth in the application of that State approved under section [205] *105*(c) or [206] *106*(b), the Commissioner shall notify the agency that further payments will not be made to the State under this title (or, in his discretion, that the State educational agency shall not make further payments under this title to specified local educational agencies affected by the failure) until he is satisfied that that there is no longer any such failure to comply. Until he is so satisfied, no further payments shall be made to the State under this title, or payments by the State educational agency under this title shall be limited to local educational agencies not affected by the failure as the case may be.

JUDICIAL REVIEW

SEC. [211] *111.* (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its application submitted under section [205] *105*(c) or [206] *106*(a), or with his final action under section [210] *110*, such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

NATIONAL ADVISORY COUNCIL

SEC. [212] *112.* (a) The President shall, within ninety days after the enactment of this title, appoint a National Advisory Council

on the Education of Disadvantaged Children for the purpose of reviewing the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, and making recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvataged children.

(b) The Council shall be appointed by the President without regard to the civil service laws and shall consist of twelve persons. When requested by the President, the Secretary of Health, Education, and Welfare shall engage such technical assistance as may be required to carry out the functions of the Council, and the Secretary shall make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out such functions.

(c) The Council shall make an annual report of its findings and recommendations (including recommendations for changes in the provisions of this title) to the President and the Congress not later than January 31 of each calendar year beginning after the enactment of this title. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report.

(d) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation at rates fixed by the President, but not exceeding $100 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b–2) for persons in Government service employed intermittently.

TREATMENT OF EARNINGS FOR PURPOSES OF AID TO FAMILIES WITH DEPENDENT CHILDREN

SEC. [213] *113*. (a) Notwithstanding the provisions of title IV of the Social Security Act, a State plan approved under section 402 of such Act shall provide that for a period of not less than twelve months, and may provide that for a period of not more than twenty-four months, the first $85 earned by any person in any month for services rendered to any program assisted under this title of this Act shall not be regarded (A) in determining the need of such person under such approved State plan or (B) in determining the need of any other individual under such approved State plan.

(b) Notwithstanding the provisions of subsection (a) of this section, no funds to which a State is otherwise entitled under title IV of the Social Security Act for any period before the fourth month after the adjournment of the State's first regular legislative session which adjourns more than sixty days after enactment of the Elementary and Secondary Education Amendments of 1966, shall be withheld by reason of any action taken pursuant to a State statute which prevents such State from complying with the requirements of subsection (a) of this section.

SHORT TITLE

SEC. [214] *114.* This title may be cited as "*Part A of* Title I of the Elementary and Secondary Education Act of 1965."

TITLE III—GENERAL

* * * * * * *

DEFINITIONS

SEC. 303. For the purposes of this Act—

(1) The term "Federal property" means real property which is owned by the United States or is leased by the United States, and which is not subject to taxation by any State or any political subdivision of a State or by the District of Columbia. [Such term includes real property which is owned by the United States and leased therefrom and the improvements thereon, even though the lessee's interest, or any improvement on such property, is subject to taxation by a State or a political subdivision of a State or by the District of Columbia.] Such term [also] includes (A) except for purposes of section 6, real property held in trust by the United States for individual Indians or Indian tribes, and real property held by individual Indians or Indian tribes which is subject to restrictions on alienation imposed by the United States, (B) for one year beyond the end of the fiscal year in which occurred the sale or transfer thereof by the United States, any property considered prior to such sale or transfer to be Federal property for the purposes of this Act, and (C) any school which is providing flight training to members of the Air Force under contractual arrangements with the Department of the Air Force at an airport which is owned by a State or a political subdivision of a State. *Such term also includes any interest in Federal property (as defined in the foregoing provisions of this paragraph) under an easement, lease, license, permit, or other arrangement, as well as any improvements of any nature (other than pipelines or utility lines) on such property even though such interests or improvements are subject to taxation by a State or political subdivision of a State or by the District of Columbia.* Notwithstanding the foregoing provisions of this paragraph, such term does not include, (A) any real property used for a labor supply center, labor home, or labor camp or migratory farmworkers, (B) any real property under the jurisdiction of the Post Office Department and used primarily for the provision of postal services, or (C) any low-rent housing project held under title II of the National Industrial Recovery Act, the Emergency Relief Appropriation Act of 1935, the United States Housing Act of 1937, the Act of June 28, 1940 (Public Law 671 of the Seventy-sixth Congress), or any law amendatory of or supplementary to any of such Acts.

VOCATIONAL EDUCATION ACT OF 1963

(Public Law 88–210)

(Cordon Print of Public Law 88–210 as it would be amended if S. 1125 were to be enacted into law. Changes in existing law made by the bill are shown as follows: Existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman.)

AN ACT To strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the Nation, to extend for three years the National Defense Education Act of 1958 and Public Laws 815 and 874, Eighty-first Congress (federally affected areas), and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

PART A—VOCATIONAL EDUCATION

* * * * * * *

SEC. 3. (a) * * *

(d)(1) The "allotment ratio" for any State shall be 1.00 less the product of (A) .50 and (B) the quotient obtained by dividing the per capita income for the State by the per capita income for all the States (exclusive of Puerto Rico, Guam, American Samoa, and the Virgin Islands), except that (i) the allotment ratio shall in no case be less than .40 or more than .60, and (ii) the allotment ratio for Puerto Rico, Guam, American Samoa, [and] the Virgin Islands, *and the Trust Territory of the Pacific Islands* shall be .60.

(2) The allotment ratios shall be promulgated by the Commissioner for each fiscal year, between July 1 and September 30 of the preceding fiscal year, except that for the fiscal year ending June 30, 1964, such allotment ratios shall be promulgated as soon as possible after the enactment of this part. Allotment ratios shall be computed on the basis of the average of the per capita incomes for a State and for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and] the Virgin Islands , *and the Trust Territory of the Pacific Islands*) for the three most recent consecutive fiscal years for which satisfactory data is available from the Department of Commerce.

(3) The term "per capita income" for a State or for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and] the Virgin Islands , *and the Trust Territory of the Pacific Islands*) for any fiscal year, means the total personal income for such State, and for all such States, respectively, in the calendar year ending in such fiscal year, divided by the population of such State, and of all such States, respectively, in such fiscal year.

(4) The total population and the population of particular age groups of a State or of all the States shall be determined by the Commissioner

on the basis of the latest available estimates furnished by the Department of Commerce.

USES OF FEDERAL FUNDS

SEC. 4. (a) Except as otherwise provided in subsection (b), a State's allotment under section 3 may be used, in accordance with its approved State plan, for any or all of the following purposes:

(1) Vocational education for persons attending high school;

(2) Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;

(3) Vocationl education for persons (other than persons who are receiving training allowances under the Manpower Development and Training Act of 1962 (Public Law 87–415), the Area Redevelopment Act (Public Law 87–27), or the Trade Expansion Act of 1962 (Public Law 87–794) who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment;

(4) Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program;

(5) Construction of area vocational education school facilities;

(6) Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities[.];

(7) The planning, establishment, operation, and evaluation of programs or projects of the kind described in subsection (d), whether or not previously assisted by a grant or contract under such subsection.

(b) At least 33⅓ per centum to each State's allotment for any fiscal year ending prior to July 1, 1968, and at least 25 per centum of each State's allotment for any subsequent fiscal year shall be used only for the purposes set forth in paragraph (2) or (5), or both, of subsection (a), and at least 3 per centum of each State's allotment shall be used only for the purposes set forth in paragraph (6) of subsection (a), except that the Commissioner may, upon request of a State, permit such State to use a smaller percentage of its allotment for any year for the purposes specified above if he determines that such smaller percentage will adequately meet such purposes in such State.

(c) Ten per centum of the sums appropriated pursuant to section 2 for each fiscal year shall be used by the Commissioner to make grants to colleges and universities, and other public or nonprofit private agencies and institutions, to State boards, and with the approval of the appropriate State board, to local educational agencies, to pay part of the cost of , *or to make contracts with private agencies, organizations, or institutions for,* (*1*) research and training programs, [and of] (*2*) experimental, developmental, or pilot programs developed by such institutions, boards, or agencies, and designed to meet the special vocational education needs of youth, particularly youths in economi-

cally depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs, *or (3) for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education.*

(d)(1) There are authorized to be appropriated $30,000,000 for the fiscal year ending June 30, 1968, and such sums as may be necessary for the four succeeding fiscal years, to be used by the Commissioner for making grants to or contracts with State boards or local educational agencies for the purpose of stimulating and assisting, through programs or projects referred to in paragraph (3), the development, establishment, and operation of exemplary and innovative occupational education programs or projects designed to serve as models for use in vocational education programs. The Commissioner also may make grants to other public or nonprofit private agencies, organizations, or institutions, or contracts with public or private agencies, organizations, or institutions, when such grants or contracts will make an especially significant contribution to attaining the objectives of this subsection.

(2)(A) From the sums appropriated pursuant to this subsection for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine and shall apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this subsection.

(B) From the remainder of such sums the Commissioner shall apportion $150,000 to each State, and he shall in addition apportion to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteen, both inclusive, in the State bears to the population of such ages in all the States.

(C) Any amount apportioned to a State under this subsection for any fiscal year which the Commissioner determines will not be required for grants for programs or projects in that State during the period for which such apportionment is available shall be available for reapportionment by him from time to time to other States in accordance with their respective needs.

(D) For the purposes of paragraph (2) (A) and (B) of this subsection, the term 'State' does not include Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

(E) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

(F) The amount apportioned under this section to any State for the fiscal year ending June 30, 1968, shall be available for obligation for grants pursuant to applications approved during that year and the succeeding fiscal year.

(3) Grants or contracts pursuant to this subsection may be made by the Commissioner, upon such terms and conditions consistent with the provisions of this section as he determines will most effectively carry out the purposes of paragraph (1), to pay part of the cost of—

(A) planning and developing exemplary and innovative programs or projects such as those described in subparagraph (B), or

(B) establishing, operating, or evaluating exemplary ond innovative vocational education programs or projecis designed to broaden occupational aspirations and opportunities for youths,

with special emphasis given to youths who have academic, socio-economic or other handicaps, which programs or projects may, among others, include—

(i) those designed to familiarize postelementary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

(ii) programs or projects for students providing educational experiences through work;

(iii) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement; or

(iv) programs or projects designed to broaden or improve vocational education curriculums.

(4)(A) Programs or projects referred to in clause (ii) of paragraph (3)(B) may include cooperative work-study arrangements, other educationally related public or private employment, or volunteer work. Preference in compensated work under such programs or projects shall be given to students from low-income families.

(B) No grant or contract shall be made by the Commissioner under this subsection with respect to any such program or project unless—

(i) such program or project will not involve the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship;

(ii) such program or project will not result in the displacement of employed workers or impair existing contracts for services.

(C) Funds appropriated under this subsection shall not be available to pay any part of the compensation of a student involved in a program or project referred to in clause (ii) of paragraph (3)(B) if the work is performed for any employer other than a public or private nonprofit agency, organization, or institution.

(5)(A) In determining the cost of a program or project under this subsection, the Commissioner may include the reasonable value (as determined by him) of any goods or services provided from non-Federal sources.

(B) Financial assistance may not be given under this subsection to any program or project for a period exceeding three years.

(6) In administering the provisions of this subsection, the Commissioner shall consult with other Federal departments and agencies administering programs which may be effectively coordinated with the program carried out pursuant to this subsection, and to the extent practicable shall—

(i) coordinate such program on the Federal level with the programs being administered by such other departments and agencies; and

(ii) require that effective procedures be adopted by grantees and contractors to coordinate the development and operation of programs and projects carried out under grants or contracts pursuant to this subsection with other public and private programs having the same or similar purposes.

SEC. 5. (a) A State which desires to receive its allotments of Federal funds under [this part] *section 3* shall submit through its State board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which—

* * * * * * *

(2) Sets forth the policies and procedures to be followed by the State in allocating each such allotment among the various uses set forth in paragraphs (1), (2), (3), (4), (5), [and (6)] *(6) and (7)* of section 4(a), and in allocating Federal funds to local educational agencies in the State, which policies and procedures insure that due consideration will be given to the results of periodic evaluations of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities, and to the relative vocational education needs of all groups in all communities in the State, and that Federal funds made available under this part will be so used as to supplement and, to the extent practical, increase the amounts of State or local funds that would in the absence of such Federal funds be made available for the uses set forth in section 4(a) so that all persons in all communities of the State will as soon as possible have ready access to vocational training suited to their needs, interests, and ability to benefit therefrom, and in no case supplant such State or local funds;

* * * * * * *

PAYMENTS [TO STATES]

SEC. 6. (a) Any amount paid to a State from its allotment under section 3 for the fiscal year ending June 30, 1964, shall be paid on condition that there shall be expended for such year, in accordance with the State plan approved under section 5 or the State plan approved under the Vocational Education Act of 1946 and supplementary vocational education Acts, or both, an amount in State or local funds, or both, which at least equals the amount expended for vocational education during the fiscal year ending June 30, 1963, under the State plan approved under the Vocational Education Act of 1946 and supplementary vocational education Acts.

(b) Subject to the limitations in section (4)b, the portion of a State's allotment for the fiscal year ending June 30, 1965, and for each succeeding year, allocated under the approved State plan for each of the purposes set forth in paragraphs (1), (2), (3), (4), [and] (6), *and* (7), of section 4(a) shall be available for paying one-half of the State's expenditures under such plan for such year for each such purpose.

(c) The portion of a State's allotment for any fiscal year allocated under the approved State plan for the purpose set forth in paragraph (5) of section 4(a) shall be available for paying not to exceed one-half of the cost of construction of each area vocational education school facility project.

(d) Payments of Federal funds allotted to a State under section 3 to States which have State plans approved under section 5 (as adjusted on account of overpayment, or underpayments previously made) shall be made by the Commissioner in advance on the basis of such estimates, in such installments, and at such times, as may be reasonably required for expenditures by the State of the funds so allotted. *Other payments pursuant to this Act may be made in installments, in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.*

* * * * * * *

DEFINITIONS

SEC. 8. For the purposes of this part—

(1) The term "vocational education" means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a State board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations (including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by Federal funds under the Vocational Education Act of 1946 and supplementary vocational education Acts, but excluding any program to fit individuals for employment in occupations which the Commissioner determines, and specifies in regulations, to be generally considered professional or as requiring a baccalaureate or higher degree). Such term includes vocational guidance and counseling (*individually or through group instruction*) in connection with such training *or for the purpose of facilitating occupational choices*, instruction related to the occupation for which the student is being trained or necessary for him to benefit from such training, the training of persons engaged as, or preparing to become vocational education teachers, teacher-trainers, supervisors, and directors for such training, travel of students and vocational education personnel, and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipment, but does not include the construction or initial equipment of buildings or the acquisition or rental of land.

* * * * * * *

(6) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, [and] American Samoa, *and the Trust Territory of the Pacific Islands.*

* * * * * * *

MENTAL RETARDATION FACILITIES AND COMMUNITY MENTAL HEALTH CENTERS CONSTRUCTION ACT OF 1963

(Public Law 88–164)

AN ACT To provide assistance in combating mental retardation through grants for construction of research centers and grants for facilities for the mentally retarded and assistance in improving mental health through grants for construction of community mental health centers, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963".

* * * * * * *

TITLE III—TRAINING OF TEACHERS OF MENTALLY RETARDED AND OTHER HANDICAPPED CHILDREN

* * * * * * *

RESEARCH AND DEMONSTRATION PROJECTS IN EDUCATION OF HANDICAPPED CHILDREN

SEC. 302. (a) There is authorized to be appropriated $6,000,000 for the fiscal year ending June 30, 1966; $9,000,000 for the fiscal year ending June 30, 1967; $12,000,000 for fiscal year ending June 30, 1968; and $14,000,000 for fiscal year ending June 30, 1969, to enable the Commissioners of Education to make grants to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies and organizations, *and to make contracts with States, State or local educational agencies, public and private institutions of higher learning, and other public or private educational research agencies and organizations,* for research or demonstration projects relating to education for mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education (hereunder in this section referred to as "handicapped children"). [Such grants shall be made] *Payments pursuant to grants or contracts under this section may be made* in installments in advance or by way or reimbursement, and on such conditions as the Commissioner of Education may determine.

(b) The Commissioner of Education is authorized to appoint such special or technical advisory committees as he may deem necessary to advise him on matters of general policy relating to particular fields of education of handicapped children or relating to special services necessary thereto or special problems involved therein.

(c) The Commissioner of Education shall also from time to time appoint panels of experts who are competent to evaluate various types of research or demonstration projects under this section, and

shall secure the advice and recommendations of such a panel before making any such grant in the field in which such experts are competent.

(d) Members of any committee or panel appointed under this section who are not regular full-time employees of the United States shall, while serving on the business of such committee or panel, be entitled to receive compensation at rates fixed by the Secretary of Health, Education, and Welfare, but not exceeding $75 per day, including travel time; and, while so serving away from their homes or regular place of business, they may be allowed travel expenses including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b–2) for persons in the Government service employed intermittently.

(e) The Commissioner of Education is authorized to delegate any of his functions under this section, except the promulgation of regulations, to any officer or employee of the Office of Education.

(f) For the purposes of this section the Commissioner of Education may make grants to institutions of higher education for the construction, equipping, and operation of a facility for research, or for research and related purposes (as defined in this section).

(g) All laborers and mechanics employed by contractors or subcontractors in the performance of work on construction of any project under this section shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a–5). The Secretary of Labor shall have, with respect to the labor standards specified in this clause, the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z–15), and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

(h) As used in this section the terms construction and cost of construction include (A) the construction of new buildings and the expansion, remodeling, and alteration of existing buildings, including architects' fees, but not including the cost of acquisition of land or off-site improvements, and (B) equipping new buildings and existing buildings, whether or not expanded, remodeled, or altered.

(i) As used in this section, the term "research and related purposes" means research, research training, surveys, or demonstrations in the field of education of handicapped children, or the dissemination of information derived therefrom, or all of such activities, including (but without limitation) experimental schools.

* * * * * * *

CAPTIONED FILMS (FOR THE DEAF) FOR THE HANDICAPPED

(Public Law 89–258)

(Cordon Print of Public Law 89–10 as it would be amended if S. 1125 were to be enacted into law. Changes in exisitng law made by the bill are shown as follows: Existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman.)

AN ACT To provide in the Department of Health, Education, and Welfare for a loan service of captioned films for the deaf.

Be it enacted by the Senate and House of Representatives of the United States of American in Congress assembled, That the objectives of this Act are—

(a) to promote the general welfare of deaf persons by (1) bringing to such persons understanding and appreciation of those films which play such an important part in the general and cultural advancement of hearing persons, (2) providing through these films, enriched educational and cultural experiences through which deaf persons can be brought into better touch with the realities of their environment, and (3) providing a wholesome and rewarding experience which deaf persons may share together; and

(b) [to promote the educational advancement of deaf persons by (1) carrying on research in the use of educational media for the deaf, (2) producing and distributing educational media for the deaf and for parents of deaf children and other persons who are directly involved in work for the advancement of the deaf, and (3) training persons in the use of educational media for the instruction of the deaf.] *to promote the educational advancement of handicapped persons by (1) carrying on research in the use of educational media for the handicapped, (2) producing and distributing educational media for the use of handicapped persons, their parents, their actual or potential employers, and other persons directly involved in work for the advancement of the handicapped, and (3) training persons in the use of educational media for the instruction of the handicapped.*

SEC. 2. As used in this Act—

(1) The term "Secretary" means the Secretary of Health, Education, and Welfare.

(2) The term "United States" means any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, the Virgin Islands, and American Samoa.

(3) The term "deaf person" includes a person whose hearing is severely impaired.

(4) The term "handicapped" means deaf, mentally retarded, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons.

SEC. 3. (a) In order to carry out the objectives of this Act, the Secretary shall establish a loan service of captioned films and educational media for the purpose of making such materials available in the United States for nonprofit purposes to [deaf] *handicapped* persons, parents of deaf persons, and other persons directly involved in activities for the advancement of the [deaf] *handicapped* in accordance with regulations promulgated by the Secretary.

(b) In carrying out the provisions of this Act, the Secretary shall have authority to—

(1) acquire films (or rights thereto) and other educational media by purchase, lease, or gift;

(2) acquire by lease or purchase equipment necessary to the administration of this Act;

(3) provide for the captioning of films;

(4) provide for the distribution of captioned films and other educational media and equipment through State schools for the deaf and such other agencies as the Secretary may deem appropriate to serve as local or regional centers for such distribution;

(5) provide for the conduct of research in the use of educational and training films and other educational media for the [deaf] *handicapped*, for the production and distribution of educational and training films and other educational media for the [deaf] *handicapped* and the training of persons in the use of such films and media;

(6) utilize the facilities and services of other governmental agencies; and

(7) accept gifts, contributions, and voluntary and uncompensated services of individuals and organizations.

SEC. 4. There are hereby authorized to be appropriated not to exceed $3,000,000 annually for each of the fiscal years 1966, 1967, [$5,000,000] *$6,000,000* annually for each of the fiscal years 1968 and 1969, and [$7,000,000] *$8,000,000* annually for fiscal year 1970 and each succeeding fiscal year thereafter.

SECTION-BY-SECTION ANALYSIS OF ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967

TITLE I—AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND RELATED AMENDMENTS

PART A—AMENDMENTS TO TITLE I OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SUBPART 1—AMENDMENTS TO TITLE II OF PUBLIC LAW 81-874

Section 101. Extending for one year provisions relating to schools for Indian children

This section extends through fiscal year 1968 the authority of the Commissioner to allot funds under title II of Public Law 81–874 (Financial Assistance to Local Educational Agencies for the Education of Children From Low-Income Families) to the Secretary of the Interior to meet the special educational needs of educationally deprived children on reservations serviced by elementary or secondary schools operated by the Interior Department for Indian children.

Section 102. Raising the dollar limitation for State administrative expenses under title II of Public Law 874

Under present law the Commissioner is authorized to pay each participating State its administrative expenses under title II of Public Law 874 up to a maximum of 1 percent of the State's allocation of program grant funds under that title (as ratably reduced when appropriations do not permit full funding) for the fiscal year involved, or $75,000 ($25,000 in the case of Puerto Rico and outlying territories), whichever is greater. This section would increase the $75,000 dollar limitation to $150,000.

Section 103. Technical corrections

This section would make certain technical corrections, such as changing inaccurate cross-references, in existing law.

Section 104. Redesignating section numbers in title II of Public Law 874

This section would redesignate all the sections of title II of Public Law 874—which are at present numbered 201 through 214—as sections 101 through 114, respectively, and would change all references to these sections to correspond to this redesignation. This would help to avoid confusion in section references that occur because title II of Public Law 874 (Financial Assistance to Local Educational Agencies for the Education of Low-Income Families)—which is generally cited (as authorized by Congress) as title I of the Elementary and Secondary Education Act of 1965 (Public Law 89–10)—and title II of Public

Law 89–10 (School Library Resources, Textbooks, and Other Instructional Materials) have identical numbering sequences. The redesignation would not remove title II from Public Law 874; it would merely change the section numbers.

SUBPART 2—TEACHER CORPS

Section 111. Teacher Corps program transferred and reconstituted as part B of title I of Elementary and Secondary Education Act of 1965

The section would transfer, without substantive change, the existing statutory language relating to the National Teacher Corps from title V of the Higher Education Act of 1965 to title I of Public Law 89–10, where it would become part B of that title (with its sections renumbered appropriately and all references to the Teacher Corps authority changed accordingly). This change would make clearer the supportive relationship of the objectives of the Teacher Corps program—which is intended to supplement teaching staffs in schools in areas with high concentrations of children from low-income families, as well as train teachers for the disadvantaged—to the objectives of the present title I of the Elementary and Secondary Education Act of 1965 (title II of Public Law 81–874), which would be designated as part A of title I of that Act.

Section 112. Extending Teacher Corps authority

The present authorization for appropriations for the Teacher Corps extends through the fiscal year 1967. This section would authorize an appropriation of $36 million for the fiscal year 1968, and such sums as may be necessary for fiscal years 1969 and 1970, for the purpose of carrying out the Teacher Corps program. It would also authorize appropriation of such sums for the fiscal year 1971 as may be necessary to enable any teacher-intern who has not completed his program of practical and academic training to continue this program for not more than 1 year.

Section 113. Requiring approval of State educational agency

This section would amend existing law to require prior approval, by the appropriate State educational agency, of arrangements between the Commissioner and local educational agencies to furnish Teacher Corps members to the local educational agencies, and of arrangements between the Commissioner and institutions of higher education or local educational agencies to provide training (pre-service or in-service) to Teacher Corps members. (For some purposes, a State educational agency is considered as also a local educational agency. It is not intended that any arrangen ent entered into by a State educational agency in its operational capacity in such a case would have to have its additional "approval" in its supervisory capacity, since in that case the two functions would be merged.)

Section 114. Limiting compensation for teacher-interns

Under existing law teacher-interns are compensated at the lowest rate paid full-time teachers in the local educational agency to which they are assigned. This section would amend the law to provide that teacher-interns would be paid at that rate or at the rate of $75 per week plus $15 per week for each dependent, whichever is less. This amendment would not apply to persons who enrolled in the Teacher Corps before enactment of the bill.

Section 115. Clarifying authority of local educational agency to reject particular members assigned to such agency

This section amends existing law to explicity state the principle, already implicit in existing law, that no Teacher Corps member may be assigned to any local educational agency unless the agency finds the member acceptable.

Section 116. Authorizing acceptance of gifts on behalf of Teacher Corps

This section would authorize the Commissioner to accept gifts of money, property, or voluntary and uncompensated services, and to use these gifts in furtherance of the purposes of the Teacher Corps.

Section 117. Authorizing assignment of Teacher Corps members to schools for Indian children operated by the Department of the Interior

This section would amend the provision that now authorizes the Commissioner of Education to allocate up to 2 percent of experienced teachers or teaching teams to Puerto Rico and the Virgin Islands. Under the amendment, allocations could also be made to Bureau of Indian Affairs schools and the percentage limitation would be increased from 2 to 3 percent.

Section 118. Authorizing assignment of Teacher Corps members to special programs for children of migratory agricultural workers

This section would authorize assignment of Teacher Corps members to any State educational agency or other public or private nonprofit agency which provides a program for educating children of migratory agricultural workers. This would make it possible to make experienced teachers or teaching teams available for teaching in migrant camps if this appears necessary and feasible in order to meet the special educational needs of these children.

Section 119. Conforming amendment

This section changes a cross-reference to grants under title I of the Elementary and Secondary Education Act of 1965 to take account of an amendment to that act made in 1966.

PART B—AMENDMENTS TO TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Section 121. Extending for 1 year provisions relating to schools for Indian children and Defense Department overseas dependents schools

This section extends through fiscal year 1968 the authority of the Commissioner to allot funds under title II (School Library Resources, Textbooks, and Other Instructional Materials) of the Elementary and Secondary Education Act of 1965 to the Secretary of the Interior for assistance for children in schools for Indians operated by the Department of the Interior and to the Secretary of Defense for children in Defense Department overseas dependents schools.

PART C—AMENDMENTS TO TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Section 131. Extending for 1 year provisions relating to schools for Indian children and Defense Department overseas schools

This section extends through fiscal year 1968 the authority of the Commissioner to apportion funds under title III (Supplementary

Educational Centers and Services) of the Elementary and Secondary Education Act of 1965 to the Secretaries of Interior and Defense, respectively, for assistance for children in schools for Indians operated by the Department of the Interior and for children in Defense Department overseas dependents schools.

PART D—AMENDMENTS TO TITLE V OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SUBPART 1—AMENDMENTS RELATING TO GRANTS TO STATE EDUCATIONAL AGENCIES

Section 141. Inclusion of Trust Territory of Pacific Islands

This section would amend sections 502 and 701 of the Elementary and Secondary Education Act of 1965 to make the Trust Territory of the Pacific Islands eligible for grants out of the 2 percent reserved for outlying areas.

Section 142. Apportionment formula

This section would revise the formula for apportioning among the States the 85 percent of the sums appropriated which remains after setting aside 15 percent for special projects. The present formula provides that up to 2 percent of this 85 percent shall be reserved for the outlying areas, and that from the remainder $100,000 shall be apportioned to each State and the residue of such remainder apportioned among the States in proportion to their relative numbers of public school pupils. This bill would change the formula to provide that, of the amount remaining after the set-aside for outlying areas, 40 percent shall be apportioned equally among the States and 60 percent shall be apportioned among the States in proportion to their relative numbers of public school pupils.

SUBPART II—ADDITION OF NEW PART RELATING TO PLANNING GRANTS

Section 145. Comprehensive educational planning

This section would amend title V of the Elementary and Secondary Education Act of 1965 to make the existing sections of that title part A—headed "Grants for Strengthening Leadership Resources of State Educational Agencies"—and to add a new part B headed "Grants for Comprehensive Educational Planning and Evaluation."

Section 521 of the new part B authorizes the Commissioner of Education to make comprehensive planning and evaluation grants to the States in accordance with section 523 and special project grants pursuant to section 524, to the end of enhancing the capability of the several States to make effective progress, through comprehensive and continuing planning, toward the achievement of opportunities for high quality education for all segments of the population throughout the State. For this purpose, $15 million would be authorized for fiscal year 1968 and such sums as may be necessary for each of the next four fiscal years.

Section 522 reserves 25 percent of the sums appropriated for carrying out this part for special projects under section 524. Of the remaining 75 percent, which will be available for grants to States under section 523, the Commissioner shall apportion not in excess of 2 percent

among the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. The remainder would be apportioned as follows: 40 percent would be apportioned among the States in equal amounts, and 60 percent would be apportioned among the States in proportion to their relative populations. This section provides that a State's apportionment for fiscal year 1968 would be available for obligation through fiscal year 1969 and provides that the Commissioner may reapportion to other States sums which he determines will not be required, during the period of their availability, for grants to the State to which they were originally apportioned.

Section 523(a) of the new part would provide that a State applying for a grant out of its apportionment under section 522 must designate or establish a single State agency for carrying out or supervising the carrying out of a comprehensive statewide program of systematic planning and evaluation relating to education at all levels (including remedial education and retraining of adults), except that the field of higher education would be included only if the State so elects, and that a separate State agency may, in that event, be designated or established for carrying out or supervising the carrying out of such planning and evaluation program with respect to higher education. If the State does include higher education and decides to make a separate State agency responsible for carrying out, or supervising the carrying out, of higher education planning, either combined or separate applications may be submitted from the two agencies, and the Commissioner could allocate a State's apportionment between the two planning agencies.

An application for a statewide program of planning and evaluation is to include provision for setting and establishing priorities among educational goals for the State, developing through analyses alternative means of achieving these goals, taking into account the resources available and the educational effectiveness of each of the alternatives, planning new programs and improvements in existing programs based on the results of these analyses, developing and strengthening the capabilities of the State to conduct, on a continuous basis, objective evaluations of the effectiveness of educational programs, and developing and maintaining a permanent system for obtaining and collating significant information necessary to the assessment of progress toward the State's educational goals. (The application must contain satisfactory assurance that assistance under this section, together with other available resources, will be so used as to result in the maximum possible effective progress toward the achievement of a high level of competence with respect to each of these purposes.)

Section 523(b) of the new part provides that the Commissioner may approve an application only if it has been submitted to the chief executive of the State for review and recommendations; if it sets forth arrangements, where the State has designated a separate State higher education planning agency, for coordination with the rest of the State's educational planning program; and if it contains satisfactory assurance that the assistance provided under this section will be used primarily in strengthening the capabilities of the planning and evaluation staff of the State planning agency involved, or agencies carrying out parts of the program under the supervision of that agency. (Part of the funds may be used by the State's planning agency or agencies involved, to employ consultants or to enter into contracts

for special projects with public or private agencies, institutions, or organizations having special competence in the areas of planning and evaluation.) The application must also make adequate provision for using funds (other than funds granted for higher education planning) to make program planning and evaluation services available to local educational agencies and, in the case of local educational agencies in areas, particularly metropolitan areas, with school populations sufficiently large to warrant their own planning or evaluation staffs, to assist (financially or through technical assistance) such agencies to strengthen their planning and evaluation capabilities and to promote coordinated areawide planning for such areas.

Section 524 authorizes the Commissioner of Education to make grants to public or private nonprofit agencies, institutions, or organizations, or to make contracts with public or private agencies, institutions, or organizations, for special projects related to the purposes of part B, to be conducted on an interstate, regional, or metropolitan areas basis. Examples of such projects include educational planning in metropolitan areas covering more than one State or large cities within a State with due regard to the complexities of adequate metropolitan planning, comparative and cooperative studies agreed upon between States or metropolitan areas, conferences involving different States, and publications of general use to the planning of more effective and efficient educational services and other activities for the dissemination of information related to the purposes of this part.

Section 525 of this part authorizes payments in installments, and in advance or by way of reimbursement, with necessary adjustments.

Part E—Amendments to Title VI of the Elementary and Secondary Act of 1965, and Related Amendments

Section 151. Regional resource centers

This section would amend title VI (Education of Handicapped Children) of the Elementary and Secondary Education Act of 1965 by adding a new part B which would provide assistance in establishing and operating regional resource centers for improvement of education of the handicapped. Appropriations of $7,500,000 for fiscal year 1968, and such sums as may be necessary for each of the 4 succeeding fiscal years would be authorized to provide this assistance.

As the name implies, a regional resource center would serve a particular section of the country, usually including several States. An application for a project under this section would be made by an institution of higher education, a State educational agency, or, in most cases, by a combination of such institutions or agencies. Funds could be provided pursuant to grants or contracts to pay part or all of the cost of establishing (including construction) of facilities and operating the center.

A regional resource center would provide a bank of advice and technical services upon which educators in the region could draw in order to improve the education of handicapped children. The primary task of the Center would be to focus on the special educational problems of individual handicapped children referred to it. The center would provide testing and educational evaluation of the child, and in the light of this evaluation would develop a program of education to

meet the child's particular requirements. Working closely with the handicapped child's parents and teachers, the center would then assist the school (or other appropriate agency) in providing this program, periodically reexamining and reevaluating the program, and making any adjustments which are necessary to keep the program responsive to the educational needs of the handicapped child.

Section 152. Improvement of recruitment of educational personnel and information on educational opportunities for the handicapped

This section would further amend title VI of the Elementary and Secondary Education Act of 1965 by inserting a new part C (sec. 609) authorizing the Commissioner of Education to make grants to public or nonprofit private agencies, organizations, or institutions, or to enter into contracts with public or private agencies, organizations, and institutions, for projects which will improve recruiting of personnel in the various fields of education of the handicapped, or which will improve dissemination of information about programs and services available for the education of the handicapped.

For these purposes, an appropriation of $1 million would be authorized for fiscal year 1968, and such sums as may be necessary would be authorized for each of the four succeeding fiscal years.

Section 153. Transfer of definition and other technical amendments

This section would make certain technical changes in title VI and title VII of the Elementary and Secondary Education Act of 1965 to accommodate the other amendments made by this part.

Section 154. Short title of title VI of Elementary and Secondary Education Act of 1965

This section would provide that title VI may be cited as the "Education of the Handicapped Act."

Section 155. Including schools for Indian children operated by the Department of the Interior and Defense Department overseas dependents schools in title VI

This section would amend section 603(a)(1) of the Elementary and Secondary Education Act of 1965 to provide that for the fiscal year 1968, schools for Indian children operated by the Department of the Interior and Defense Department overseas dependents schools will be alloted funds for assistance in educating handicapped children from the special appropriation authorized by existing law for allotments to outlying areas (Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands).

Sections 156–159. Expansion of instructional media programs to include handicapped children

These sections would further amend the act of September 2, 1958, providing for a loan service of captioned films for the deaf (42 U.S.C. 2491 et seq.), which was amended in 1965 to include other educational media for the deaf and to provide for research and training in the use of such media and for their production and distribution. Sections 156 through 159 of the present bill would extend the benefits of the act to handicapped persons other than the deaf, and would increase the annual appropriation authorizations from $5 million to $6 million for fiscal year 1968 and fiscal year 1969 and from $7 million to $8 million for fiscal year 1970 and fiscal year 1971.

Section 160. Authorizing contracts, as well as grants, for research in education of the handicapped

This section would amend section 302(a) of Public Law 88–164 to authorize contracts (as well as grants, which are already authorized under existing law) for research or demonstration projects relating to the education of the handicapped.

TITLE II—AMENDMENTS TO VOCATIONAL EDUCATION ACT OF 1963

Part A—Exemplary and Innovative Programs and Projects in Vocational Education

Section 201

This section amends section 4 of the Vocational Education Act of 1963 to add at the end a new subsection (d).

Paragraph (1) of the new subsection authorizes an appropriation of $30 million for carrying out subsection (d) for fiscal year 1968 and such sums as may be necessary for the four succeeding fiscal years, to be used by the Commissioner to make grants to or contracts with State boards and local educational agencies for the purpose of stimulating or assisting in the development, establishment, and operation of innovative and exemplary occupational education programs or projects designed to serve as models for use in vocational education programs. The Commissioner also is authorized to make grants to other public or nonprofit private agencies, organizations, or institutions, or to make contracts with private agencies, organizations or institutions, when such grants or contracts will make an especially significant contribution to attaining the objectives of this subsection.

Paragraph (2) (A) and (B) of the new subsection (d) directs the Commissioner to reserve an amount not exceeding 2 percent of the appropriation to meet the needs of Puerto Rico, the Virgin Island, Guam, American Samoa, and the Trust Territory of the Pacific Islands, to apportion $150,000 of the remainder to each of the States, and to apportion the balance of such remainder among the States on the basis of their relative population aged 15 to 19, both inclusive.

Paragraph (2)(C) allows the Commissioner to reapportion sums not needed within any State.

Paragraph (2)(D) excludes Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands from the definition of "State" for the purposes of subsection (d)(2) (A) and (B).

Paragraph (2)(E) requires that the population of particular age groups in a State or in all the States be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

Paragraph (2)(F) makes amounts apportioned under section 4(d) for the fiscal year 1968 available for obligation by the Commissioner for programs or projects covered by applications approved by him during fiscal year 1968 or fiscal year 1969.

Paragraph (3) provides that grants or contracts, under section 4(d) may be made, upon terms and conditions specified by the Commissioner, for paying part of the cost of planning and developing, and establishing, operating, or evaluating exemplary and innovative

vocational education programs or projects designed to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps. These programs or projects may include, among others, (i) those designed to familiarize post-elementary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations; (ii) programs or projects for students providing educational experiences through work; (iii) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement; and (iv) programs or projects designed to broaden or improve vocational education curriculums.

Paragraph (4)(A) provides that programs or projects referred to in clause (ii) of paragraph 3(B)—i.e., the above-mentioned programs, or projects providing educational experience to students through work—may include cooperative work-study arrangements, other educationally related public or private employment, or volunteer work. Preference in *compensated* work under these programs or projects is to be given to students from low-income families.

Paragraph (4)(B) prohibits the funding of a program or project under clause (ii) of paragraph 3(B) unless (i) the program or project will not involve the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or religious worship; and (ii) the work will not result in the displacement of employed workers or impair existing contracts for services.

Paragraph (4)(C) prohibits the use of funds appropriated under this subsection for paying any part of the compensation of a student for work performed for an employer other than a public or nonprofit private agency, organization, or institution.

Paragraph (5)(A) authorizes the Commissioner to include, in determining the cost of a project or program under this subsection, the reasonable value (as determined by him) of goods and services provided in kind from non-Federal sources.

Subparagraph (B) of paragraph (5) prohibits support under subsection (d) of any program or project for more than 3 years. See, however section 202 of the bill for authority of States to continue such programs or projects under their regular State plan for Federally aided vocational education.

Paragraph (6) requires coordination at the Federal and local levels between programs or projects carried out under section 4(d) and other public or private programs having similar purposes.

Section 202

Paragraph (1) of subsection (a) amends section 4(a) of the Vocational Education Act of 1963 to allow the States to initiate or continue, under their State vocational education plans, programs, or projects of the type described in section 4(d). Paragraph (2) of this subsection makes a conforming amendment.

Subsection (b) amends the statutory definition of "vocational education" to make it clear that the term includes vocational guidance and counseling whether done individually or through group instruction, and to make it clear that the term includes vocational guidance and counseling given to students who have not yet made occupational choices.

Subsection (c) makes a conforming amendment to section 5(a) of the act.

Subsection (d) makes a conforming amendment to section 6 of the act.

Part B—Amending Section 4(c) To Allow Contracting and the Dissemination of Information

Section 211

This section amends section 4(c) to allow the purposes of that section to be accomplished through contracts as well as grants; and to authorize grants or contracts to pay for the dissemination of information derived from section 4(c) programs.

Part C—Including the Trust Territory of the Pacific Islands Under the Act

Sections 221 and 222

These sections amend the definition of "State" and the general allotment section (sec. 3) of the Vocational Education Act of 1963 so as to extend the benefits of the act to the Trust Territory of the Pacific Islands.

TITLE III—FEDERALLY AFFECTED AREAS

Part A—Assistance for School Construction and Current Expenditures in Impacted Areas

Section 301. Clarifying definitions of "Federal property"

This section would amend Public Law 81–815 and Public Law 81–874 to spell out plainly that the term "Federal property" includes any interest (under an easement, lease, license, permit, or other arrangement) in any property defined as "Federal property," and any improvements (other than pipe lines or utility lines) on such property. This makes it clear that property taxes paid on any such interest or improvement are "taxes paid with respect to Federal property" within the meaning of that phrase as used in section 2(b)(1) of Public Law 81–874 and thus are to be deducted, under section 3(e), from the Public Law 81–874 entitlement of the local educational agency in which the property is located.

Part B—Assistance for School Construction and Current Expenditures in Major Disaster Areas

Section 311. Assistance to disasters occurring after June 30, 1967

At present the provisions authorizing disaster relief under Public Law 81–815 and Public Law 81–874 apply only to major disasters occurring before July 1, 1967. This section would make these provisions applicable to disasters occurring before July 1, 1972.

Section 312. Authorizing, in cases in which the disaster has not destroyed or damaged public schools, assistance for construction of public school facilities needed because of destruction of private facilities which will not be replaced

This section would correct a defect in existing law by amending section 16 of Public Law 81–815 to permit financial assistance for the

construction of public school facilities to serve children who will be attending the public schools because the private schools they were attending have been destroyed by a major disaster and will not be replaced. Under the original section 16, this may be done only if there has also been destruction of or damage to a public school.

Section 313. Modifying conditions of eligibility with respect to local effort and minimum damage required

This section would amend both Public Law 81–815 and Public law 81–874 in two respects: (1) It would relax the eligibility requirements for disaster relief assistance by substituting a requirement that the local educational agency is utilizing or will utilize all State and other financial assistance available for the replacement or restoration of damaged or destroyed school facilities for the present requirement that the local educational agency is making a reasonable tax effort and is exercising due diligence in availing itself of other financial assistance; (2) it would add a minimum need provision ($1,000 or one-half of 1 percent of the local educational agency's current operating expenditures during the preceding fiscal year, whichever is less) as a condition of eligibility.

The first change is necessary because the terms "reasonable tax effort" and "due diligence," in the context of Public Law 81–815 and Public Law 81–874, have acquired a gloss which imposes rather severe requirements on local educational agencies suffering damage from a major disaster.

The second change is necessary to discourage applications for insignificant amounts of assistance.

Section 314. Determining level of education to be restored according to level at time of disaster instead of level during a base year

Section 7(a) of Public Law 81–874 at present limits disaster relief, for current operating expenditures to that amount needed to restore the level of education provided during the last full fiscal year preceding the year in which the disaster occurred. Since this arbitrarily ignores any recent improvements, this section of the bill would amend this provision to specify an amount of assistance sufficient to restore the level of education provided immediately before the disaster occurred.

Section 315. Authorizing disaster relief assistance for technical, vocational, and other special schools

This section would amend the disaster relief provisions of Public Law 81–815 and Public Law 81–874 to make technical, vocational, and other special schools operated by public agencies other than local educational agencies eligible for assistance.

Section 316. Clarifying authority to provide funds for minor repairs under Public Law 874

Local educational agencies commonly pay for minor repairs to school facilities from their funds for current operating expenditures. This section would merely make it explicit that assistance under the disaster relief provisions of Public Law 81–874 also may be used for that purpose.

112 ANALYSIS OF S. 1125

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

Elementary and secondary educational activities (Title I—Assistance for Educationally Deprived Children)—1966 adjusted obligations

States and outlying areas	Grants to local educational agencies	Administration	Total
Total	$952,531,353	$6,279,647	$958,811,000
Alabama	30,706,027	65,412	30,771,439
Alaska	1,362,246	38,909	1,401,155
Arizona	8,398,432	78,334	8,476,760
Arkansas	18,954,806	116,440	19,071,246
California	63,701,234	406,761	64,107,995
Colorado	8,026,113	64,367	8,090,480
Connecticut	5,880,585	58,915	5,939,500
Delaware	1,858,953	20,095	1,879,048
Florida	27,683,603	278,836	27,962,439
Georgia	33,793,624	159,048	33,952,672
Hawaii	2,144,949	70,000	2,214,949
Idaho	2,284,334	41,872	2,326,206
Illinois	39,095,304	389,120	39,484,424
Indiana	15,271,328	71,735	15,343,563
Iowa	13,528,711	77,074	13,605,785
Kansas	8,955,484	39,307	8,994,791
Kentucky	25,816,055	81,727	25,897,782
Louisiana	23,097,395	149,368	23,246,763
Maine	3,425,164	48,322	3,473,486
Maryland	11,836,613	63,332	11,899,945
Massachusetts	10,056,800	18,755	10,075,555
Michigan	30,892,225	264,238	31,156,463
Minnesota	17,838,265	102,669	17,940,934
Mississippi	19,458,851	108,511	19,567,362
Missouri	22,567,571	88,448	22,656,019
Montana	3,216,805	75,000	3,291,805
Nebraska	4,950,287	42,000	4,992,287
Nevada	795,165	10,904	806,069
New Hampshire	1,075,299	20,555	1,095,854
New Jersey	24,047,443	210,000	24,257,443
New Mexico	9,089,698	65,968	9,155,666
New York	95,445,714	877,720	96,323,434
North Carolina	45,049,676	107,665	45,157,341
North Dakota	3,035,472	32,035	3,067,507
Ohio	34,481,614	182,851	34,664,465
Oklahoma	16,099,592	121,517	16,221,109
Oregon	7,226,759	50,000	7,276,759
Pennsylvania	45,537,327	151,729	45,689,056
Rhode Island	3,154,503	26,675	3,181,178
South Carolina	21,301,660	89,545	21,391,205
South Dakota	4,359,558	52,312	4,411,870
Tennessee	29,390,717	258,397	29,649,114
Texas	65,880,387	280,341	66,160,728
Utah	2,622,319	75,000	2,697,319
Vermont	1,515,196	17,490	1,532,686
Virginia	20,924,150	41,426	20,965,576
Washington	9,863,696	108,636	9,972,332
West Virginia	14,775,612	43,347	14,818,959
Wisconsin	13,550,000	59,751	13,609,751
Wyoming	1,095,087	46,893	1,141,980
District of Columbia	5,575,276	75,000	5,650,276
American Samoa, Guam, Puerto Rico, Virgin Islands, Trust Territories	21,837,169	255,295	22,092,464

Elementary and Secondary Education Act (Title I—Educationally Deprived Children)—Fiscal year 1967 estimate

States and outlying areas	Basic grants	Migratory, juvenile delinquent, and dependent and neglected children	State administration	Total
Total	[1] $1,030,227,061	$12,000,000	[2] $11,182,939	$1,053,410,000
Alabama	30,581,977	124,050	307,060	31,013,087
Alaska	1,754,269	2,687	75,000	1,831,956
Arizona	8,580,095	302,674	88,828	8,971,597
Arkansas	20,530,505	124,320	206,548	20,861,373
California	72,226,023	1,623,927	738,499	74,588,449
Colorado	8,214,231	294,045	85,083	8,593,359
Connecticut	8,420,151	88,995	85,091	8,594,237
Delaware	1,971,824	50,472	75,000	2,097,296
Florida	26,934,843	1,235,792	281,706	28,452,341
Georgia	33,659,122	134,502	337,936	34,131,560
Hawaii	2,222,155	4,270	75,000	2,301,425
Idaho	2,521,177	129,721	75,000	2,725,898
Illinois	46,673,259	185,554	468,588	47,327,401
Indiana	15,144,146	127,682	152,718	15,424,546
Iowa	15,367,938	46,627	154,146	15,568,711
Kansas	9,860,961	131,552	99,925	10,092,438
Kentucky	27,245,246	89,045	273,343	27,607,634
Louisiana	28,923,082	177,361	291,004	29,391,447
Maine	3,483,352	14,852	75,000	3,573,204
Maryland	14,448,733	120,559	145,693	14,714,985
Massachusetts	14,735,734	79,132	148,149	14,963,015
Michigan	31,495,780	590,887	320,867	32,407,534
Minnesota	19,432,004	85,094	195,171	19,712,269
Mississippi	23,253,685	148,010	234,017	23,635,712
Missouri	23,538,408	143,851	236,823	23,919,082
Montana	3,097,730	119,075	75,000	3,291,805
Nebraska	5,397,650	47,995	75,000	5,520,645
Nevada	830,207	19,133	75,000	924,340
New Hampshire	1,254,692	5,128	75,000	1,334,820
New Jersey	23,749,091	298,352	240,474	24,287,917
New Mexico	9,776,960	150,943	99,279	10,027,182
New York	113,509,526	417,848	1,140,274	115,167,648
North Carolina	45,452,786	274,025	457,268	46,184,079
North Dakota	3,920,930	128,596	75,000	4,124,526
Ohio	34,481,614	297,543	347,792	35,126,949
Oklahoma	16,949,576	168,032	171,176	17,288,784
Oregon	7,211,645	240,557	75,000	7,527,202
Pennsylvania	48,023,795	128,683	481,525	48,634,003
Rhode Island	3,540,150	12,725	75,000	3,627,875
South Carolina	21,176,273	125,387	213,017	21,514,677
South Dakota	5,393,629	9,884	75,000	5,478,513
Tennessee	29,390,717	100,734	294,915	29,786,366
Texas	65,713,636	2,490,890	682,045	68,886,571
Utah	2,927,273	39,912	75,000	3,042,185
Vermont	1,505,903	9,293	75,000	1,590,196
Virginia	23,926,068	135,153	240,612	24,301,833
Washington	10,312,660	290,829	106,035	10,709,524
West Virginia	14,741,840	33,772	147,756	14,923,368
Wisconsin	14,697,006	132,156	148,292	14,977,454
Wyoming	1,234,662	100,933	75,000	1,410,595
District of Columbia	5,575,276	66,761	75,000	5,717,037
Outlying areas	25,217,066		286,284	25,503,350

[1] Includes programs for handicapped children in State operated and supported schools. Authorizations ratably reduced with the provision that "the aggregate amounts otherwise available for grants within States shall not be less than the amounts expended from the fiscal year 1966 appropriation by local educational agencies in such States for grants."

[2] 1 percent of total program grants per State or $75,000, whichever is larger.

NOTE.—Table based on fiscal information available Jan. 30, 1967.

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Elementary and Secondary Education Act (Title I—Educationally Deprived Children)—Fiscal year 1967 estimate for new programs for migratory, juvenile delinquent, and dependent and neglected children

State or outlying area	Migratory children [1]	Juvenile delinquents [2]	Dependent and neglected children [2]	Total [3]
Total	$9,737,847	$2,037,344	$224,809	$12,000,000
Alabama	99,895	24,155	----------	124,050
Alaska	----------	2,687	----------	2,687
Arizona	265,010	37,664	----------	302,674
Arkansas	108,491	15,829	----------	124,320
California	1,420,932	202,995	----------	1,623,927
Colorado	260,883	26,471	6,691	294,045
Connecticut	57,484	25,602	5,909	88,995
Delaware	36,565	13,907	----------	50,472
Florida	1,156,323	79,469	----------	1,235,792
Georgia	103,734	30,768	----------	134,502
Hawaii	----------	4,270	----------	4,270
Idaho	121,730	7,991	----------	129,721
Illinois	92,272	75,595	17,687	185,554
Indiana	72,098	30,991	24,593	127,682
Iowa	9,800	17,992	18,835	46,627
Kansas	112,904	18,648	----------	131,552
Kentucky	75,537	6,250	7,258	89,045
Louisiana	114,967	62,394	----------	177,361
Maine	802	14,050	----------	14,852
Maryland	35,361	85,198	----------	120,559
Massachusetts	32,209	46,923	----------	79,132
Michigan	523,199	67,688	----------	590,887
Minnesota	36,393	48,701	----------	85,094
Mississippi	131,187	16,823	----------	148,010
Missouri	100,639	43,212	----------	143,851
Montana	102,932	10,208	5,935	119,075
Nebraska	33,356	10,768	3,871	47,995
Nevada	7,508	11,625	----------	19,133
New Hampshire	1,032	4,096	----------	5,128
New Jersey	237,901	60,451	----------	298,352
New Mexico	128,035	22,908	----------	150,943
New York	284,324	233,524	----------	517,848
North Carolina	203,571	70,454	----------	274,025
North Dakota	123,736	4,860	----------	128,596
Ohio	179,959	92,109	25,475	297,543
Oklahoma	135,772	18,281	13,979	168,032
Oregon	202,081	38,476	----------	240,557
Pennsylvania	82,128	46,555	----------	128,683
Rhode Island	----------	9,408	3,317	12,725
South Carolina	89,464	27,567	8,356	125,387
South Dakota	4,069	5,815	----------	9,884
Tennessee	32,209	43,498	25,027	100,734
Texas	2,362,164	104,789	23,937	2,490,890
Utah	28,885	11,027	----------	39,912
Vermont	630	8,663	----------	9,293
Virginia	101,843	33,310	----------	135,153
Washington	242,658	48,171	----------	290,829
West Virginia	17,194	14,443	2,135	33,772
Wisconsin	78,804	53,352	----------	132,156
Wyoming	89,177	7,207	4,549	100,933
District of Columbia	----------	39,506	27,255	66,761

[1] Based on estimated numbers of migratory children of migratory agricultural workers (FTE 1965) and 50 percent national average cost of education per average daily attendance, 1964–65.

[2] Based on State reports of average daily attendance, 1965–66, of institutionalized children attending State-supported or State-operated schools and 50 percent State cost of education per average daily attendance, 1964–65.

[3] Total authorization for the 3 programs was ratably reduced to the total appropriation of $12,000,000.

Elementary and secondary educational activities (Title I—Assistance for Educationally Deprived Children)—Fiscal year 1968 estimated allotments

	Grants to local educational agencies [1]	Grants for State administrative expenses [2]	Total
United States and outlying areas	$1,187,469,209	$12,530,791	$1,200,000,000
50 States and the District of Columbia	1,158,507,209	12,240,791	1,170,748,000
Alabama	41,592,572	415,926	42,008,498
Alaska	1,756,956	75,000	1,831,956
Arizona	8,882,769	88,828	8,971,597
Arkansas	26,010,246	260,103	26,270,349
California	73,849,950	738,500	74,588,450
Colorado	8,585,172	85,852	8,671,024
Connecticut	8,509,146	85,091	8,594,237
Delaware	2,022,296	75,000	2,097,296
Florida	33,099,374	330,994	33,430,368
Georgia	45,366,305	453,663	45,819,968
Hawaii	2,251,656	75,000	2,326,656
Idaho	3,199,302	75,000	3,274,302
Illinois	46,858,813	468,588	47,327,401
Indiana	16,915,974	169,160	17,085,134
Iowa	15,414,565	154,145	15,568,710
Kansas	9,992,513	99,925	10,092,438
Kentucky	33,736,392	337,364	34,073,756
Louisiana	37,398,616	373,986	37,772,602
Maine	4,711,801	75,000	4,786,801
Maryland	14,569,292	145,693	14,714,985
Massachusetts	14,814,866	148,149	14,963,015
Michigan	32,086,667	320,867	32,407,534
Minnesota	20,159,871	201,599	20,361,470
Mississippi	40,195,350	401,954	40,597,304
Missouri	25,321,803	253,218	25,575,021
Montana	3,548,792	75,000	3,623,792
Nebraska	7,751,029	77,510	7,828,539
Nevada	890,231	75,000	965,231
New Hampshire	1,684,163	75,000	1,759,163
New Jersey	24,047,443	240,474	24,287,917
New Mexico	9,927,093	99,279	10,027,182
New York	114,027,374	1,140,274	115,167,648
North Carolina	58,859,338	588,593	59,447,931
North Dakota	5,202,448	75,000	5,277,448
Ohio	34,779,157	347,792	35,126,949
Oklahoma	17,356,626	173,566	17,530,192
Oregon	7,452,202	75,000	7,527,202
Pennsylvania	48,152,478	481,525	48,634,003
Rhode Island	3,552,875	75,000	3,627,875
South Carolina	35,407,861	354,079	35,761,940
South Dakota	5,967,504	75,000	6,042,504
Tennessee	40,057,222	400,572	40,457,794
Texas	82,085,382	820,854	82,906,236
Utah	2,967,185	75,000	3,042,185
Vermont	1,020,035	75,000	2,095,035
Virginia	32,870,257	328,703	33,198,960
Washington	10,603,489	106,035	10,709,524
West Virginia	18,449,552	184,496	18,634,048
Wisconsin	16,343,417	163,434	16,506,851
Wyoming	1,558,942	75,000	1,633,942
District of Columbia	5,642,037	75,000	5,717,037
Outlying areas	28,962,000	290,000	29,252,000

[1] Estimated authorizations based on estimated 5 to 17 population, low-income factor, $3,000 per annum; AFDC 1965; estimated ADA, handicapped children (January 1967); estimated migratory children of migratory workers (FTE 1965); juvenile delinquents (January 1967); dependent and neglected children (January 1967); estimated children 5 to 17 supported by public funds in foster homes (January 1967); and 50 percent of State or national average estimated CE per pupil in ADA, 1965–66 (except migratory children). This estimated authorization was ratably reduced to the Bureau of the Budget allowance for fiscal year 1968, with the provision that "the aggregate amounts otherwise available grants therefor within States shall not be less than the amounts allocated from the fiscal year 1967 appropriation to local educational agencies in such States for grants." A preliminary State listing of fiscal year 1967 State allotments for title I grants, based on incomplete data as of Jan. 30, 1967, was used to determine these State amounts

[2] 1 percent of col. 2 or $75,000, whichever is larger.

Elementary and secondary education (Title II—Grants to States for School Library Materials)—Fiscal year 1966 actual obligations and fiscal years 1967 and 1968 allotments

State and outlying areas	1966 actual	1967 estimated allotment	1968 estimated alltoment [1]
Total	$100,000,000	$102,000,000	$105,000,000
Alabama	1,734,277	1,759,538	1,865,150
Alaska	118,854	126,724	131,829
Arizona	815,164	833,531	862,745
Arkansas	937,854	944,690	955,631
California	9,308,483	9,562,774	9,867,333
Colorado	1,065,929	1,088,546	1,124,907
Connecticut	1,392,995	1,424,663	1,482,689
Delaware	256,903	263,823	275,363
Florida	2,604,055	2,685,012	2,797,668
Georgia	2,174,706	2,205,186	2,270,121
Hawaii	391,124	397,695	408,868
Idaho	370,581	374,102	380,332
Illinois	5,361,699	5,462,794	5,661,346
Indiana	2,528,237	2,589,946	2,680,494
Iowa	1,483,765	1,495,947	1,533,619
Kansas	1,146,723	1,148,472	1,179,451
Kentucky	1,549,486	1,557,122	1,592,875
Louisiana	1,922,905	1,957,961	2,014,914
Maine	525,829	532,305	536,135
Maryland	1,809,594	1,860,478	1,938,069
Massachusetts	2,622,125	2,666,346	2,818,673
Michigan	4,671,827	4,775,593	4,907,103
Minnesota	1,988,186	2,021,427	2,097,857
Mississippi	1,218,307	1,231,368	1,237,729
Missouri	2,309,246	2,346,016	2,368,994
Montana	382,828	386,441	393,211
Nebraska	775,144	778,405	786,320
Nevada	211,763	224,572	230,838
New Hampshire	336,232	341,491	354,137
New Jersey	3,233,812	3,294,199	3,408,660
New Mexico	590,702	606,099	618,817
New York	8,293,725	8,420,204	8,618,005
North Carolina	2,435,404	2,447,284	2,481,943
North Dakota	347,300	349,449	350,368
Ohio	5,406,689	5,514,273	5,672,147
Oklahoma	1,266,877	1,233,761	1,278,138
Oregon	975,757	990,023	1,054,265
Pennsylvania	5,908,219	5,835,561	5,933,438
Rhode Island	427,974	435,108	449,646
South Carolina	1,320,035	1,331,933	1,357,219
South Dakota	386,888	390,650	399,340
Tennessee	1,826,346	1,845,333	1,871,716
Texas	5,345,745	5,460,665	5,619,847
Utah	587,662	596,144	614,631
Vermont	208,027	211,766	220,297
Virginia	2,095,347	2,132,269	2,191,569
Washington	1,591,758	1,599,722	1,679,146
West Virginia	924,800	910,963	906,033
Wisconsin	2,278,827	2,331,479	2,419,037
Wyoming	187,468	184,428	183,881
District of Columbia	345,817	347,914	356,480
Outlying areas	2,000,000	2,487,805	2,560,976

[1] Distribution on basis of total public and estimated nonpublic K–12 enrollment, fall 1966, 2½ percent of the total for 50 States and District of Columbia reserved for outlying areas.

Elementary and secondary education (Title III—Supplementary Educational Centers and Services)—Fiscal year 1966 actual obligations and fiscal years 1967 and 1968 allotments

State and outlying areas	1966 actual	1967 estimated allotment	1968 estimated allotment [1]
Total	$46,128,107	$135,000,000	$240,000,000
Alabama	421,516	2,463,073	4,371,000
Alaska	261,829	377,273	526,726
Arizona	442,155	1,226,009	2,091,004
Arkansas	440,942	1,418,521	2,445,818
California	5,352,586	11,604,104	21,218,545
Colorado	598,338	1,447,762	2,499,713
Connecticut	548,068	1,937,827	3,402,935
Delaware	256,219	521,739	792,987
Florida	1,300,971	3,741,378	6,727,003
Georgia	986,088	3,023,851	5,404,550
Hawaii	438,234	661,975	1,051,451
Idaho	411,953	655,429	1,039,388
Illinois	2,167,971	6,773,178	12,314,817
Indiana	985,449	3,305,175	5,923,052
Iowa	658,384	1,933,483	3,394,927
Kansas	743,869	1,613,194	2,804,615
Kentucky	502,006	2,215,481	3,914,671
Louisiana	808,018	2,551,891	4,534,697
Maine	300,229	816,550	1,336,345
Maryland	791,905	2,444,096	4,336,025
Massachusetts	1,015,550	3,453,108	6,195,703
Michigan	2,157,220	5,593,773	10,141,093
Minnesota	1,089,436	2,495,405	4,430,590
Mississippi	230,008	1,735,608	3,030,230
Missouri	1,119,034	2,955,870	5,279,259
Montana	309,056	657,349	1,042,926
Nebraska	678,086	1,113,087	1,882,882
Nevada	319,808	469,728	697,128
New Hampshire	326,638	617,565	969,601
New Jersey	1,679,040	4,326,020	7,804,539
New Mexico	116,657	890,947	1,473,463
New York	4,510,519	11,005,483	20,115,247
North Carolina	453,739	3,362,088	6,027,947
North Dakota	223,090	625,564	984,343
Ohio	2,038,690	6,719,472	12,215,835
Oklahoma	682,320	1,702,628	2,969,448
Oregon	774,042	1,415,150	2,439,605
Pennsylvania	2,831,784	7,283,581	13,255,526
Rhode Island	262,005	738,160	1,191,867
South Carolina	187,283	1,886,501	3,308,339
South Dakota		644,729	1,019,665
Tennessee	221,545	2,619,719	4,659,708
Texas	2,384,448	7,002,968	12,738,335
Utah	550,708	877,386	1,448,469
Vermont	316,544	454,247	668,595
Virginia	358,893	2,990,411	5,342,920
Washington	1,003,420	2,072,580	3,651,294
West Virginia	877,763	1,351,071	2,321,503
Wisconsin	659,962	2,839,442	5,064,673
Wyoming	259,822	414,036	594,482
District of Columbia	74,267	661,652	1,050,857
American Samoa		85,354	
Canal Zone			
Guam		3,207,329	5,853,659
Puerto Rico			
Virgin Islands			

[1] Distribution of $234,146,341 to the 50 States and the District of Columbia with a basic allotment of $200,000 and the balance distributed 50 percent on the basis of 5 to 17 resident population, July 1, 1965, and 50 percent on the basis of total resident population, July 1, 1965; 2½ percent ($5,853,659) of $234,146,341 reserved for outlying areas.

Elementary and secondary education (Title V—Grants to States for Strengthening State Departments of Education)—Fiscal year 1966 actual obligations and fiscal years 1967 and 1968 allotment

States and outlying areas	1966 actual	1967 estimated allotment	1968 estimated allotment
Total	$14,450,000	$18,700,000	$25,287,500
Alabama	279,560	361,015	498,942
Alaska	112,295	118,744	128,127
Arizona	180,006	217,266	275,190
Arkansas	198,097	241,611	306,145
California	1,005,831	1,437,553	2,092,128
Colorado	204,123	252,769	327,866
Connecticut	222,533	280,390	372,837
Delaware	122,897	134,006	151,493
Florida	359,113	483,058	676,047
Georgia	327,963	431,120	590,823
Hawaii	134,487	150,904	175,787
Idaho	137,740	154,511	179,782
Illinois	558,577	755,185	1,087,053
Indiana	340,696	452,975	627,952
Iowa	235,737	296,258	390,865
Kansas	199,300	259,100	335,771
Kentucky	245,145	308,713	408,319
Louisiana	272,012	351,879	475,145
Maine	147,726	169,830	201,484
Maryland	260,967	339,343	461,557
Massachusetts	317,262	420,266	595,136
Michigan	519,753	719,819	1,021,117
Minnesota	272,402	353,642	481,766
Mississippi	226,641	283,476	365,350
Missouri	307,470	402,645	540,595
Montana	136,086	152,336	176,790
Nebraska	169,432	200,033	245,742
Nevada	121,835	133,251	149,242
New Hampshire	127,428	140,440	161,121
New Jersey	374,591	503,589	706,154
New Mexico	156,933	184,013	223,682
New York	784,668	1,101,390	1,585,078
North Carolina	357,833	470,811	641,100
North Dakota	132,298	146,721	167,461
Ohio	587,904	812,434	1,160,535
Oklahoma	231,267	283,311	373,545
Oregon	196,453	240,762	316,799
Pennsylvania	584,002	787,239	1,110,940
Rhode Island	132,970	148,487	173,001
South Carolina	238,401	300,222	393,663
South Dakota	135,890	151,982	176,734
Tennessee	289,119	373,661	499,669
Texas	639,131	890,024	1,271,662
Utah	161,834	189,883	233,404
Vermont	117,932	126,442	140,044
Virginia	311,987	409,477	558,526
Washington	257,209	327,026	444,250
West Virginia	195,376	234,491	292,435
Wisconsin	281,896	369,614	507,045
Wyoming	119,258	127,086	138,816
District of Columbia	130,934	145,197	167,035
American Samoa	41,339		
Canal Zone			
Guam	43,220	374,000	505,750
Puerto Rico	162,621		
Virgin Islands	41,820		

Elementary and secondary education (Title X—National Defense Educational Activities [1])—Improvement of statistical services of State education agencies, fiscal year 1966 actual obligations and fiscal year 1967 allotments

States or outlying areas	1966 actual	1967 estimated allotment	States or outlying areas	1966 actual	1967 estimated allotment
Total	$2,176,337	$2,250,000	New Hampshire	$11,472	$13,616
			New Jersey	50,000	48,313
Alabama	50,010	48,313	New Mexico	36,258	36,342
Alaska	40,050	47,187	New York	50,000	48,313
Arizona	50,000	48,313	North Carolina	52,329	48,313
Arkansas	20,500	38,119	North Dakota	17,300	18,359
California	50,000	48,313	Ohio	50,000	48,313
Colorado	50,000	48,313	Oklahoma	50,000	48,313
Connecticut	32,910	36,697	Oregon	49,582	48,313
Delaware	25,390	40,963	Pennsylvania	50,000	48,313
Florida	50,000	48,313	Rhode Island	50,000	48,313
Georgia	50,000	48,313	South Carolina	51,343	48,313
Hawaii	50,000	48,313	South Dakota	21,900	23,287
Idaho	30,100	20,919	Tennessee	50,000	48,313
Illinois	50,000	48,313	Texas	50,000	48,313
Indiana	37,060	43,515	Utah	50,000	48,313
Iowa	50,000	48,313	Vermont	9,374	9,469
Kansas	48,437	46,959	Virginia	50,000	48,313
Kentucky	50,000	48,313	Washington	50,000	48,313
Louisiana	50,000	48,313	West Virginia	50,000	48,313
Maine	51,934	48,313	Wisconsin	50,000	48,313
Maryland	38,177	48,299	Wyoming	50,000	48,313
Massachusetts	50,000	48,313	District of Columbia		48,313
Michigan	50,000	48,313	American Samoa		
Minnesota	31,659	48,313	Canal Zone		
Mississippi	32,500	36,476	Guam	19,287	22,463
Missouri	15,500	15,856	Puerto Rico	42,636	48,313
Montana	50,000	48,313	Virgin Islands	37,104	24,639
Nebraska	23,525	24,253	Undistributed		32
Nevada		11,595			

[1] Beginning in 1968 this program is included in title V of the Elementary and Secondary Education Act.

Educational improvement for the handicapped—Grants to States for preschool and school programs, fiscal years 1967 and 1968 allotment [1]

State and outlying areas	1967 estimated allotment	1968 estimated allotment	State and outlying areas	1967 estimated allotment	1968 estimated allotment
Total	$2,425,000	$15,000,000	Montana	$9,388	$58,071
			Nebraska	18,180	112,454
Alabama	47,739	295,295	Nevada	3,589	22,197
Alaska	3,324	20,562	New Hampshire	7,770	48,062
Arizona	18,790	116,228	New Jersey	72,469	448,259
Arkansas	24,900	154,019	New Mexico	14,704	90,954
California	200,448	1,239,882	New York	194,905	1,205,598
Colorado	23,848	147,515	North Carolina	67,316	416,389
Connecticut	30,888	191,060	North Dakota	9,125	56,445
Delaware	5,820	35,999	Ohio	127,070	785,996
Florida	61,552	380,734	Oklahoma	30,675	189,743
Georgia	57,054	352,913	Oregon	23,330	144,309
Hawaii	9,449	58,447	Pennsylvania	139,791	864,686
Idaho	9,780	60,495	Rhode Island	10,676	66,035
Illinois	124,475	769,946	South Carolina	37,523	232,099
Indiana	62,302	385,372	South Dakota	9,495	58,734
Iowa	36,190	223,857	Tennessee	49,539	306,427
Kansas	28,314	175,137	Texas	133,674	826,846
Kentucky	42,635	263,721	Utah	13,846	85,643
Louisiana	47,722	295,189	Vermont	5,296	32,756
Maine	12,872	79,621	Virginia	55,202	341,454
Maryland	41,289	255,396	Washington	37,787	233,734
Massachusetts	62,767	388,250	West Virginia	26,257	162,417
Michigan	106,066	656,080	Wisconsin	52,288	323,432
Minnesota	46,201	285,782	Wyoming	4,585	28,364
Mississippi	33,415	206,692	District of Columbia	8,393	51,918
Missouri	53,656	331,893	Outlying areas	70,631	436,893

[1] 3 percent of the total amount for 50 States and the District of Columbia reserved for outlying areas; the balance distributed on the basis of 3 to 21 population, Apr. 1, 1960.

EXPLANATION OF THE ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967

(S. 1125, 90th Cong.)

TITLE I—AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND RELATED AMENDMENTS

PART A—AMENDMENTS TO TITLE I OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SUBPART 1—AMENDMENTS TO TITLE II OF PUBLIC LAW 81–874

Section 101. Extending for 1 year provisions relating to schools for Indian children

This section would amend section 203(a)(1)(A) to extend for 1 year (through fiscal year 1968) the authority of the Commissioner to allot funds under title II of Public Law 81–874 (Financial Assistance to Local Educational Agencies for the Education of Children From Low-Income Families) to the Secretary of the Interior to meet the special educational needs of educationally deprived children on reservations serviced by elementary or secondary schools operated by the Interior Department for Indian children.

In 1966, when the act was amended to include Indian children, the authority was limited to fiscal year 1967. The extension would make the expiration date of this authority consistent with that of the other provisions of the title. It is estimated that 37,000 Indian children will be able to participate in the program at a cost of $5 million.

Section 102. Raising the dollar limitation for State administrative expenses under title II of Public Law 874

This section would amend section 207(b)(2) to raise the minimum payment to the States for administrative expenses. Under present law the Commissioner is authorized to pay each participating State its administrative expenses under title II of Public Law 874 up to a maximum of 1 percent of the State's allocation of program grant funds under that title (as ratably reduced when appropriations do not permit full funding) for the fiscal year involved, or $75,000 ($25,000 in the case of Puerto Rico and outlying territories), whichever is greater. This section would increase the $75,000 minimum payment to $150,000. The increased minimum payment would assure that State educational agencies will have sufficient funds to carry out the responsibilities placed upon them by the act. Two years of experience has shown that $75,000 was insufficient in States with sparce population because the per pupil administrative costs are higher when a

smaller number of children participate in each local educational agency.

Section 103. Technical corrections

This section would amend sections 203(a)(2), 205(c)(1)(c), 206(a)(3), and 207(b) to make technical corrections in existing law.

Section 104. Redesignating section numbers in title II of Public Law 874

This section redesignates sections 201 through 214 of title II of Public Law 874, 81st Congress, and all cross references thereto as sections 101 through 114. Title II of Public Law 874, 81st Congress, was enacted, as an amendment to such law, by section 2 of title I of Public Law 89–10, the Elementary and Secondary Education Act of 1965. The title was generally known as, and popularly called, "Title I of Public Law 89–10." At the same time, the section members in such title II were in the 200 series with the result that references to such section numbers in title I of Public Law 89–10 were confused with title II of that act.

In 1966, Public Law 89–750 added section 214 to title II of Public Law 874, 81st Congress, which provides that such title may be cited as "Title I of the Elementary and Secondary Education Act of 1965." This amendment would avoid the confusion caused by the section numbers and make the section numbers consistent with the citation provided by Public Law 89–750.

SUBPART 2—TEACHER CORPS

Section 111. Teacher Corps program transferred and reconstituted as part B of title I of Elementary and Secondary Education Act of 1965

Subsection (a) would transfer, without substantive change, part B of title V of the Higher Education Act of 1965, which establishes the National Teacher Corps, to title I of Public Law 89–10 (Elementary and Secondary Education Act of 1965) as part B of such title. Title II of Public Law 874 would not be affected by such transfer. The sections so transferred (secs. 511 through 517) and all references thereto are redesignated as sections 151 through 157.

The transfer of the Teacher Corps would make clearer the direct relationship between the program of assistance to local educational agencies to meet the special educational needs of educationally deprived children and the Teacher Corps programs which is designed to supplement teaching staffs in schools in areas with high concentrations of low-income families by making available to such schools persons who have a desire and special training to teach disadvantaged children. The primary purpose of the Teacher Corps is to raise the quantity and quality of teachers in schools in disadvantaged areas by providing special training to persons who wish to teach disadvantaged students and to make such persons available to schools which need and want their services.

Subsection (b) would amend the heading of title I of Public Law 89–10 to reflect the addition of the National Teacher Corps to such title and adds a new subheading for part A to such title to conform with the addition of part B. Part A of title I of Public Law 89–10 would

consist of section 2 (amended Public Law 874 to add title II), section 3 (technical and conforming amendments to Public Law 874 necessitated by the addition of title II), section 4 (amendments to the definitions in Public Law 874), and section 5 (extended the authorization for title I of Public Law 874).

Subsection (c) would amend references to part B of title V of the Higher Education Act of 1965 in any law, rule, regulation, order, or agreement so as to make such references consistent with the transfer of such part B.

Subsection (d) would assure that all orders, rules, regulations, rights, agreements, and applications in effect under part B of the Higher Education Act will not be affected by the transfer of such part B of title I of Public Law 89–10.

Subsection (e) would provide that appropriations made for carrying out part B of title V of the Higher Education Act of 1965 shall be deemed to be made for part B of title I of Public Law 89–10.

Subsections (c), (d), and (e) are specifically designed to assure that transfer would not adversely affect the administration of the program.

Section 112. Extending Teacher Corps authority

The present authorization for appropriations for the Teacher Corps expires with the fiscal year 1967. This section would authorize an appropriation of $36 million for the fiscal year 1968, and such sums as may be necessary for fiscal years 1969 and 1970, for the purpose of carrying out the Teacher Corps program. It would also authorize appropriation of such sums for the fiscal year 1971 as may be necessary to enable any teacher-intern who has not completed his program of practical and academic training to continue this program for not more than one year. An appropriation of $36 million would permit the enrollment of 3,600 Teacher Corps men in fiscal year of 1968.

Section 113. Requiring approval of State educational agency

This section would amend section 153(a), as so redesignated, to provide that the State educational agency approve arrangements between the Commissioner and local educational agencies regarding the assignment of Teacher Corps members and between the Commissioner and institutions of higher education regarding the training of Teacher Corps men. This section would codify the substance of a proviso in the appropriations act which prohibits the assignment of Teacher Corps members to local educational agencies prior to approval of such assignments by the State educational agency of the State in which the local educational agency is located.

This provision would assure continuing State and local control of the program and would encourage further diversity of projects.

Section 114. Limiting compensation for teacher-interns

Under existing law teacher-interns are compensated at the lowest rate paid full-time teachers in the local educational agency to which they are assigned. This section would amend section 154(a)(3) to provide that teacher-interns would be paid at that rate or at the rate of $75 per week plus $15 per week for each dependent, whichever is less. This amendment would not apply to persons who enrolled in the Teacher Corps before enactment of the bill. This amendment would make the compensation for teacher-interns comparable with

the stipends for participants in federally assisting institutes for teachers and, at the same time, assure that teacher-interns will not be compensated at a lower rate than full-time, fully certified teachers in the school system to which the corpsmen are assigned.

Section 115. Clarifying authority of local educational agency to reject particular members assigned to such agency

This section would amend section 153 to State, explicitly, that no Teacher Corps members may be assigned to any local educational agency unless the agency finds the member acceptable. This intent of Congress is implicit in the present law.

Section 116. Authorizing acceptance of gifts on behalf of Teacher Corps

This section would amend section 153 to authorize the Commissioner to accept gifts of money, property, or voluntary and uncompensated services, and to use these gifts in furtherance of the purposes of the Teacher Corps. This would be in accordance with Congress present policy with respect to programs such as Peace Corps and VISTA.

Section 117. Authorizing assignment of Teacher Corps members to schools for Indian children operated by the Department of the Interior

This section would amend section 153(c)(2) which now authorizes the Commissioner of Education to allocate up to 2 percent of experienced teachers or teaching teams to Puerto Rico and the Virgin Islands. Under the amendment, allocations could also be made to Bureau of Indian Affairs schools and the percentage limitation would be increased from 2 to 3 percent. This amendment would permit arrangements to be made for the use of Teacher Corps men by Bureau of Indian Affairs schools thus making the Teacher Corps program consistent with title I of the Elementary and Secondary Education Act of 1965.

Section 118. Authorizing assignment of Teacher Corps members to special programs for children of migratory agricultural workers

This section would add a new section 158 to the act which would authorize assignment of Teacher Corps members to any State educational agency or other public or private nonprofit agency which provides a program for educating children of migratory agricultural workers. This would make it possible to make experienced teachers or teaching teams available for teaching in migrant camps if this appears necessary and feasible in order to meet the special educational needs of these children. Under present law, Teacher Corps men must serve in schools of a local educational agency. Subsequent to the inactment of the Teacher Corps legislation, title I of the Elementary and Secondary Education Act was amended to authorize grants to make projects available through agencies other than local educational agencies in limited areas. Sections 117 and 118 would permit the use of corpsmen in the same limited areas.

Section 119. Conforming amendment

This section would change a cross-reference in section 153(c)(2) to basic grants under title I of the Elementary and Secondary Education Act of 1965 to take account of the repeal of the incentive grant provision of such title by the Elementary and Secondary Education Amendments of 1966 (Public Law 89–750).

PART B—AMENDMENTS TO TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Section 121. Extending for 1 year provisions relating to schools for Indian children and Defense Department overseas dependents schools

This section would amend section 202(a)(1) of title II (School Library Resources, Textbooks, and Other Instructional Materials) of the Elementary and Secondary Education Act of 1965 to extend (through fiscal year 1968) the authority of the Commissioner to allot funds to the Secretary of the Interior for assistance for children in schools for Indians operated by the Department of the Interior and to the Secretary of Defense for children in Defense Department overseas dependents schools.

PART C—AMENDMENT TO TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Section 131. Extending for 1 year provisions relating to schools for Indian children and Defense Department overseas schools.

This section would amend section 302(a)(1) of title III (Supplementary Educational Centers and Services) of the Elementary and Secondary Education Act of 1965 to extend through fiscal year 1968 the authority of the Commissioner to apportion funds to the Secretaries of Interior and Defense, respectively, for assistance for children in schools for Indians operated by the Department of the Interior and for children in Defense Department overseas dependents schools.

PART D—AMENDMENTS TO TITLE V OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SUBPART 1—AMENDMENTS RELATING TO GRANTS TO STATE EDUCATIONAL AGENCIES

Section 141. Inclusion of Trust Territory of Pacific Islands

This section would amend sections 502 and 701 of the Elementary and Secondary Education Act of 1965 to make the Trust Territory of the Pacific Islands eligible for grants out of the 2 percent reserved for outlying areas. This amendment would fully incorporate the trust territory into the outlying area provisions of the Elementary and Secondary Education Act.

Section 142. Apportionment formula

This section would amend section 502(a) of title V of the Elementary and Secondary Education Act to revise the formula for apportioning sums appropriated among the States. The present formula provides that 15 percent of the sums appropriated shall be reserved for special projects and that the remaining 85 percent shall be apportioned among the States as follows:

(1) 2 percent shall be reserved for the outlying areas, (2) and from the remainder $100,000 shall be apportioned to each State, and (3) the residue of such remainder apportioned among the States in proportion to their relative numbers of public school pupils. This bill would change the formula to provide that, of the amount remaining

after the set-aside for outlying areas, 40 percent shall be apportioned equally among the States and 60 percent shall be apportioned among the States in proportion to their relative numbers of public school pupils.

The change in the formula will assure that the States with less population will have an apportionment sufficient to fund projects of the size and scope necessary to carry out the original intent of Congress. Regardless of the school-age population in the State, the State educational agency must carry on certain administrative functions which do not vary with the number of persons to be served. The amendment would make the apportionment among the States more nearly in proportion to the relative size and need of the State agencies.

SUBPART 2—ADDITION OF NEW PART RELATING TO PLANNING GRANTS

Section 145. Comprehensive educational planning

This section would amend title V of the Elementary and Secondary Education Act of 1965 to make the existing sections of that title part A—headed "Grants for Strengthening Leadership Resources of State Educational Agencies"—and to add a new part B headed "Grants for Comprehensive Educational Planning and Evaluation."

Section 521 of the new part B would authorize the Commissioner of Education to make grants to the States for compenhensive planning evaluation programs in accordance with section 523 and special projects pursuant to section 524, to the end of enhancing the capability of the several States to make effective progress, through comprehensive and continuing planning, toward the achievement of opportunities for high quality education for all segments of the population throughout the State. Neither the local schools nor the States have the resources to extend local coordination of State and Federal aid and short-ranged planning to a long-range project of statewide planning and coordination. For this purpose, $15 million would be authorized for fiscal year 1968 and such sums as may be necessary for each of the next 4 fiscal years.

Section 522 of the new part would reserve 25 percent of the sums appropriated for carrying out this part for special projects under section 524. Of the remaining 75 percent, which would be available for grants to States under section 523, the Commissioner would apportion not in excess of 2 percent among the Commonwealth of Puerto Rico, Guam American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. The remainder would be apportioned as follows: 40 percent would be apportioned among the States in equal amounts, and 60 percent would be apportioned among the States in proportion to their relative populations. This section would provide that a State's apportionment for fiscal year 1968 would be available for obligation through fiscal year 1969 and would provide that the Commissioner may reapportion to other States sums which he determines will not be required, during the period of their availability, for grants to the State to which they were originally apportioned.

Section 523(a) of the new part is designed to assist in developing statewide coordination in comprehensive planning so as to eliminate duplication and to attain maximum efficiency. The new section

would provide that a State applying for a grant out of its apportionment under section 522 must designate or establish a single State agency for carrying out or supervising the carrying out of a comprehensive statewide program of systematic planning and evaluation relating to education at all levels (including remedial education and retraining of adults), except that the field of higher education would be included only if the State so elects, and that a separate State agency may, in that event, be designated or established for carrying out or supervising the carrying out of such planning and evaluation program with respect to higher education. If the State does include higher education and decides to make a separate State agency responsible for carrying out, or supervising the carrying out, of higher education planning, either combined or separate applications may be submitted from the two agencies, and the Commissioner could allocate a State's apportionment between the two planning agencies.

An application for a statewide program of planning and evaluation would include provision for setting and establishing priorities among educational goals for the State, developing through analyses alternative means of achieving these goals, taking into account the resources available and the educational effectiveness of each of the alternatives, planning new programs and improvements in existing programs based on the results of these analyses, developing and strengthening the capabilities of the State to conduct, on a continuous basis, objective evaluations of the effectiveness of educational programs, and developing and maintaining a permanent system for obtaining and collating significant information necessary to the assessment of progress toward the State's educational goals. (The application must contain satisfactory assurance that assistance under this section, together with other available resources, would be so used as to result in the maximum possible effective progress toward the achievement of a high level of competence with respect to each of these purposes.)

Section 523(b) of the new part would provide that the Commissioner may approve an application only if it has been submitted to the chief executive of the State for review and recommendations; if it has set forth arrangements, where the State has designated a separate State higher education planning agency, for coordination with the rest of the State's educational planning program; and if it does contain satisfactory assurance that the assistance provided under this section would be used primarily in strengthening the capabilities of the planning and evaluation staff of the State planning agency involved, or agencies carrying out parts of the program under the supervision of that agency. (Part of the funds would be used by the State's planning agency or agencies involved, to employ consultants or to enter into contracts for special projects with public or private agencies, institutions, or organizations having special competence in the areas of planning and evaluation.) The application would also make adequate provision for using funds (other than funds granted for higher education planning) to make program planning and evaluation services available to local educational agencies and, in the case of local educational agencies in areas, particularly metropolitan areas, with school populations sufficiently large to warrant their own planning or evaluation staffs, to assist (financially or through technical assistance) such

agencies to strengthen their planning and evaluation capabilities and to promote coordinated areawide planning for such areas.

Section 524 would authorize the Commissioner of Education to make grants to public or private nonprofit agencies, institutions, or organizations, or to make contracts with public or private agencies, institutions, or organizations, for special projects related to the purposes of part B, to be conducted on an interstate, regional, or metropolitan area basis. Examples of such projects include educational planning in metropolitan areas covering more than one State or large cities within a State with due regard to the complexities of adequate metropolitan planning, comparative and cooperative studies agreed upon between States or metropolitan areas, conferences involving different States, and publications of general use to the planning of more effective and efficient educational services and other activities for the dissemination of information related to the purposes of this part. This section is intended to make possible coordinated comprehensive planning in areas in which two or more States are involved yet in which no particular State has final responsibility. It would also enable States to develop regional comprehensive plans whenever they were so disposed.

Section 525 of this part would authorize payments in installments, and in advance or by way of reimbursement, with necessary adjustments.

If the evaluation and planning of education programs is to be effective, it must be carried out close to the people to be served by those programs. The American system of education is founded on the principle of State and local control. The responsibility for educational planning, therefore, rests at the State and local levels. State educational agencies now set standards for our schools and qualifications for our teachers. Local schools are directly responsible to local school boards. The best planning—that which will be most responsive to the needs of the persons to be served—must be carried out at the State and local levels.

If State and local educational agencies are to continue to carry out their present role in educational planning and if the administration of Federal educational programs is to reflect the intent of Congress, the Federal Government must share some of the burden placed on those agencies. This can be done by assisting them in developing comprehensive systems of planning and evaluation which will aid them in meeting educational goals at all levels of education, from preschool programs through postgraduate education.

Part E—Amendments to Title VI of the Elementary and Secondary Act of 1965, and Related Amendments

Section 151. Regional resource centers

This section would amend title VI (Education of Handicapped Children) of the Elementary and Secondary Education Act of 1965 by adding a new part B which would provide assistance in establishing and operating regional resource centers for improvement of education of the handicapped. Appropriations of $7,500,000 for fiscal year 1968, and such sums as may be necessary for each of the 4 succeeding fiscal years, would be authorized to provide this assistance.

As the name implies, a regional resource center would serve a particular section of the country, usually including several States. An application for a project under this section would be made by an institution of higher education, a State educational agency, or, in most cases, by a combination of such institutions or agencies. Funds could be provided pursuant to grants or contracts to pay part or all of the cost of establishing (including construction) facilities and operating the center.

A regional resource center would provide a bank of advice and technical services upon which educators in the region could draw in order to improve the education of handicapped children. The primary task of the center would be to focus on the special educational problems of individual handicapped children referred to it. The center would provide testing and educational evaluation of the child, and in the light of this evaluation would develop a program of education to meet the child's particular requirements. Working closely with the handicapped child's parents and teachers, the center would then assist the school (or other appropriate agency) in providing this program, periodically reexamining and reevaluating the program, and making any adjustments which are necessary to keep the program responsive to the educational needs of the handicapped child.

Section 152. Improvement of recruitment of educational personnel and information on educational opportunities for the handicapped

This section would further amend title VI of the Elementary and Secondary Education Act of 1965 by inserting a new part C (sec. 609) that would authorize the Commissioner of Education to make grants to public or nonprofit private agencies, organizations, or institutions, or to enter into contracts with public or private agencies, organizations, and institutions, for projects which would improve recruiting of personnel in the various fields of education of the handicapped, or which will improve dissemination of information about programs and services available for the education of the handicapped. This section is designed to help in overcoming the Nation's critical shortage of trained personnel—teachers, teachers of teachers, and supportive personnel. Of the estimated 300,000 teachers and other personnel necessary to provide educational opportunities to all handicapped children within this decade, there are now only about 70,000. A nationwide recruitment program, utilizing comprehensive and innovative information dissemination methods, is needed to attain a goal of 300,000 trained personnel.

For these purposes, an appropriation of $1 million would be authorized for fiscal year 1968, and such sums as may be necessary would be authorized for each of the 4 succeeding fiscal years.

Section 153. Transfer of definition and other technical amendments

This section would make certain technical changes in title VI and title VII of the Elementary and Secondary Education Act of 1965 to accommodate the other amendments made by this part.

Section 154. Short title of title VI of the Elementary and Secondary Education Act of 1965

This section would provide that title VI may be cited as the "Education of the Handicapped Act."

Section 155. Including schools for Indian children operated by the Department of the Interior and Defense Department overseas dependents schools in title VI

This section would amend section 603(a)(1) of the Elementary and Secondary Education Act of 1965 to provide that for the fiscal year 1968 schools for Indian children operated by the Department of the Interior and Defense Department overseas dependents schools would be alloted funds for assistance in educating handicapped children from the special appropriation authorized by existing law for allotments to outlying areas (Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands). There exists no more reason for excluding these additional children from receiving benefits under this act than for excluding the children of any State or territory.

Sections 156–159. Expansion of instructional media programs to include handicapped children

These sections would further amend the act of September 2, 1958, providing for a loan service of captioned films for the deaf (42 U.S.C. 2491 et seq.), which was amended in 1965 to include other educational media for the deaf and to provide for research and training in the use of such media and for their production and distribution. Sections 156 through 159 of the present bill would extend the benefits of the act to all handicapped persons so that not only the deaf would receive the demonstrated benefits of instructional media materials, and would increase the annual appropriation authorizations from $5 million to $6 million for fiscal year 1968 and fiscal year 1969 and from $7 million to $8 million for fiscal year 1970 and fiscal year 1971.

Section 160. Authorizing contracts, as well as grants, for research in education of the handicapped

This section would amend section 302(a) of Public Law 88–164 to authorize contracts (as well as grants, which are already authorized under existing law) with public or private educational research agencies and organizations for research or demonstration projects relating to the education of the handicapped. This change would provide a larger field of participation for research in education of the handicapped by including the expertise of those private organizations previously excluded.

TITLE II—AMENDMENTS TO VOCATIONAL EDUCATION ACT OF 1963

PART A—EXEMPLARY AND INNOVATIVE PROGRAMS AND PROJECTS IN VOCATIONAL EDUCATION

Section 201

This section would amend section 4 of the Vocational Education Act of 1963 to add at the end a new subsection (d).

Paragraph (1) of the new subsection would authorize an appropriation of $30 million for carrying out subsection (d) for fiscal year 1968 and such sums as may be necessary for the 4 succeeding fiscal years, to

be used by the Commissioner to make grants to or contracts with State boards and local educational agencies for the purpose of stimulating or assisting in the development, establishment, and operation of innovative and exemplary occupational education programs or projects designed to serve as models for use in vocational education programs. The Commissioner also would be authorized to make grants to other public or nonprofit private agencies, organizations, or institutions, or to make contracts with private agencies, organizations, or institutions, when such grants or contracts would make an especially significant contribution to attaining the objectives of this subsection. The purpose of the subsection would be to support the planning, development, and operation of innovative occupational education programs which may serve as models for vocational education programs. The Nation's secondary schools need assistance and stimulation to give their students training that will enable them to enter a labor market in which job opportunities for unskilled and agricultural workers are declining while opportunities in public service, business, and professional and personal services are increasing.

Paragraph (2) (A) and (B) of the new subsection (d) would direct the Commissioner to reserve an amount not exceeding 2 percent of the appropriation to meet the needs of Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, to apportion $150,000 of the remainder to each of the States, and to apportion the balance of such remainder among the States on the basis of their relative population aged 15 to 19, both inclusive.

Paragraph (3) would provide that grants or contracts, under subsection 4(d) may be made, upon terms and conditions specified by the Commissioner, for paying part of the cost of planning and developing, and establishing, operating, or evaluating exemplary and innovative vocational education programs or projects designed to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps. These programs or projects could include, among others, (i) those designed to familiarize postelementary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations; (ii) programs or projects for students providing educational experiences through work; (iii) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement; and (iv) programs or projects designed to broaden or improve vocational education curriculums.

Paragraph (4)(A) would provide that programs or projects referred to in clause (ii) of paragraph 3(B)—i.e., the above-mentioned programs, or projects providing educational experience to students through work—may include cooperative work-study arrangements, other educationally related public or private employment, or volunteer work. Preference in *compensated* work under these programs or projects would be given to students from low-income families.

Paragraph (4)(B) would prohibit the funding of a program or project under clause (ii) of paragraph 3(B) unless (i) the program or project would not involve the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or religious worship; and much of any facility as is used or to

be used for sectarian instruction or religious worship; and (ii) the work would not result in the displacement of employed workers or impair existing contracts for services.

Paragraph (4)(C) would prohibit the use of funds appropriated under this subsection for paying any part of the compensation of a student for work performed for an employer other than a public or nonprofit private agency, organization, or institution.

Paragraph (5)(A) would authorize the Commissioner to include, in determining the cost of a project or program under this subsection, the reasonable value (as determined by him) of goods and services provided in kind from non-Federal sources.

Subparagraph (B) of paragraph (5) would prohibit support under subsection (d) of any program or project for more than 3 years. See, however, section 202 of the bill for authority of States to continue such programs or projects under their regular State plan for federally aided vocational education.

Paragraph (6) would require coordination at the Federal and local levels between programs or projects carried out under section 4(d) and other public or private programs having similar purposes.

Section 202.

Paragraph (1) of subsection (a) would amend section 4(a) of the Vocational Education Act of 1963 to allow the States to initiate or continue, under their State vocational education plans, programs or projects of the type described in section 4(d). Paragraph (2) of this subsection makes a conforming amendment.

The changing character of the American economy and the resulting change in manpower needs require that our schools anticipate the demands which will be made of their students in the future. Shifts in the structure of the American labor market impose over-increasing demands upon high school students. They must make decisions about schools which affect their entire lives, when they know very little about opportunities which will be available to them.

Part B—Amending Section 4(c) to Allow Contracting and the Dissemination of Information

Section 211

This section would amend section 4(c) to allow the purposes of that section to be accomplished through contracts as well as grants; and to authorize grants or contracts to pay for the dissemination of information derived from section 4(c) programs. This would include private organizations presently ineligible to participate in the dissemination of information.

This amendment would strengthen the secondary school system of the United States to enable it to be more responsive to the needs, interests, abilities, and problems of all students and to the current and long-term demands of the world of work. For high school may be the last opportunity for formal education for many unless students are stimulated to continue on to college, and unless students receive training for employment they may be unemployable. For students who do not plan to go to college, high school may be the last opportunity to prepare for, or receive training for, a job.

PART C—INCLUDING THE TRUST TERRITORY OF THE PACIFIC ISLANDS UNDER THE ACT

Sections 221 and 222

These sections would amend the definition of "State" and the general allotment section (sec. 3) of the Vocational Education Act of 1963 so as to extend the benefits of the act to the Trust Territory of the Pacific Islands.

TITLE III—FEDERALLY AFFECTED AREAS

PART A—ASSISTANCE FOR SCHOOL CONSTRUCTION AND CURRENT EXPENDITURES IN IMPACTED AREAS

Section 301. Clarifying definitions of "Federal property"

This section would amend Public Law 81–815 and Public Law 81–874 to spell out plainly that the term "Federal property" includes any interest (under an easement, lease, license, permit, or other arrangement) in any property defined as "Federal property," and any improvements (other than pipe lines or utility lines) on such property. This makes it clear that property taxes paid on any such interest or improvement are "taxes paid with respect to Federal property" within the meaning of that phrase as used in section 2(b)(1) of Public Law 81–874 and thus are to be deducted, under section 3(e), from the Public Law 81–874 entitlement of the local educational agency in which the property is located.

PART B—ASSISTANCE FOR SCHOOL CONSTRUCTION AND CURRENT EXPENDITURES IN MAJOR DISASTER AREAS

Section 311. Assistance to disasters occurring after June 30, 1967

At present the provisions authorizing disaster relief under Public Law 81–815 and Public Law 81–874 apply only to major disasters occurring before July 1, 1967. This section would make these provisions applicable to disasters occurring before July 1, 1972.

Section 312. Authorizing, in cases in which the disaster has not destroyed or damaged public schools, assistance for construction of public school facilities needed because of destruction of private facilities which will not be replaced

This section would correct a defect in existing law by amending section 16 of Public Law 81–815 to permit financial assistance for the construction of public school facilities to serve children who will be attending the public schools because the private schools they were attending have been destroyed by a major disaster and will not be replaced. Under the original section 16, this may be done only if there has also been destruction of or damage to a public school.

Section 313. Modifying conditions of eligibility with respect to local effort and minimum damage required

This section would amend both Public Law 81–815 and Public Law 81–874 in two respects: (1) It would relax the eligibility requirements for disaster relief assistance by substituting a requirement that the local educational agency is utilizing or will utilize all State and other

financial assistance available for the replacement or restoration of damaged or destroyed school facilities for the present requirement that the local educational agency is making a reasonable tax effort and is exercising due diligence in availing itself of other financial assistance; (2) it would add a minimum need provision ($1,000 or one-half of 1 percent of the local educational agency's current operating expenditures during the preceding fiscal year, whichever is less) as a condition of eligibility.

The first change is necessary because the terms "reasonable tax effort" and "due diligence," in the context of Public Law 81–815 and Public Law 81–874, have acquired a gloss which imposes rather severe requirements on local educational agencies suffering damage from a major disaster.

The second change is necessary to discourage applications for insignificant amounts of assistance.

Section 314. Determining level of education to be restored according to level at time of disaster instead of level during a base year

Section 7(a) of Public Law 81–874 at present limits disaster relief for current operating expenditures to that amount needed to restore the level of education provided during the last full fiscal year preceding the year in which the disaster occurred. Since this arbitrarily ignores any recent improvements, this section of the bill would amend this provision to specify an amount of assistance sufficient to restore the level of education provided immediately before the disaster occurred.

Section 315. Authorizing disaster relief assistance for technical, vocational, and other special schools

This section would amend the disaster relief provisions of Public Law 81–815 and Public Law 81–874 to make technical vocational, and other special schools operated by public agencies other than local educational agencies eligible for assistance.

Section 316. Clarifying authority to provide funds for minor repairs under Public Law 874

Local educational agencies commonly pay for minhr repairs to school facilities from their funds for current operating expenditures. This section would merely make it explicit that assistance under the disaster relief provisions of Public Law 81–874 also may be used for that purpose.

O

90TH CONGRESS
1ST SESSION

S. 382

IN THE SENATE OF THE UNITED STATES

JANUARY 17 (legislative day, JANUARY 12), 1967

Mr. CHURCH introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend Public Law 874, Eighty-first Congress, with respect to the amount to be deducted from payments pursuant to such law on account of certain Federal contributions.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (e) of section 3 of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended to read as follows:

"Certain Federal Contributions To Be Deducted

"(e) (1) In determining the total amount which a local educational agency is entitled to receive under this section (other than subsection (c) (4) thereof) for any fiscal year ending prior to July 1, 1967, the Commissioner shall deduct

(A) such amount as he determines such agency derived from other Federal payments (as defined in section 2(b)(1)) and actually had available in such year for current expenditures (but only to the extent such payments are not deducted under the last sentence of section 2(a); and, in the case of Federal payments representing an allotment to the local educational agency from United States forestry reserve funds, Taylor Grazing Act funds, United States mineral lease royalty funds, Migratory Bird Conservation Act funds, or similar funds, only to the extent that children who reside on or with a parent employed on the property with respect to which such funds are paid are included in determining the amount to which such agency is entitled under this section), and (B) such amount as he determines to be the value of transportation and of custodial and other maintenance services furnished such agency by the Federal Government during such year.

"(2) In determining the total amount which a local educational agency is entitled to receive under this section (other than subsection (c)(4) thereof) for any fiscal year ending after July 1, 1967, the Commissioner shall deduct—

"(A) the greater of (i) such amount as he determines such agency derived from other Federal payments (as defined in section 2(b)(1)) and actually had available in such year for current expenditures, or (ii)

such amount as is the same per centum of the total such payments in such year as the per centum of such agency's total revenues from State and local taxes in such year which were used for current expenditures, but only to the extent such payments are not deducted under the last sentence of section 2(a), and only to the extent such payments are made with respect to property on which children, counted for purposes of this section, live or on which their parents work; and

"(B) such amount as he determines to be the value of transportation and of custodial and other maintenance services furnished such agency by the Federal Government during such year.

"(3) The Commissioner shall make no deduction under this subsection for any fiscal year in which the amount to be deducted is less than $1,000."

FACT SHEETS SUPPLIED BY DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

"ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967"

I. National Teacher Corps.
II. Comprehensive Educational Planning.
III. Innovation in Vocational Education.
IV. Expanded Educational Opportunities for Handicapped Children.
V. Miscellaneous Amendments to the Elementary and Secondary Education Act and the Federally Impacted Areas Program.

I. NATIONAL TEACHER CORPS

Background and Need

The National Teacher Corps offers new hope for blighted schools, both in urban slums and in remote rural areas. It offers hope of increased educational opportunities for America's 8 million impoverished children, by training new manpower in the education of the disadvantaged. It offers new ways to tap idealism and motivation for public service, as a major factor in the national commitment to the elimination of educational deprivation through the partnership of governmental and voluntary action.

Studies have shown that many of the economically deprived are also educationally deprived. Their schools are more likely to be understaffed and overcrowded. Their teachers are more apt to be poorly qualified for the difficult tasks they face. Curricular materials are less likely to be available and up to date. The children themselves face other limitations: impoverished family background and environment, lack of books and reading materials at home, absence of cultural experiences common to middle-class homes, low self-esteem.

The problem must not be underestimated.

Only one in four nonwhite children outside metropolitan areas is enrolled in school at age 5, compared with half the white children in the same parts of the country. In metropolitan areas, about three-fourths of all children, both white and nonwhite, are in school at age 5.

Nearly a million Spanish-speaking children in Southwestern States are unlikely ever to get beyond the eighth grade. Many are only vaguely familiar with English and, since they attend schools where classes are taught in English and speaking Spanish frequently forbidden, they fall behind in the first grade and progressively further behind thereafter.

In the metropolitan Northeast, the average Negro student is about 1.6 years behind the average white student in scholastic achievement in the sixth grade, 2.4 years behind in the ninth grade, and 3.3 years behind in the twelfth grade. In the South, both white and Negro students score below their northern counterparts.

Severe teacher shortages have plagued school districts across the Nation. A recent survey of 39 States showed that last September, 20 had substantial shortages of applicants for teaching positions; elementary school teachers were most in demand. Shortages affected communities of every size: 37 States lacked teachers for rural areas; 33 lacked teachers for small cities, 22 for large central cities, and 19 for suburbs.

Within a single system, however, the greatest demand for teachers occurs in impoverished schools; in these areas, school officials experience great difficulty in recruiting both beginning and experienced teachers. In Philadelphia, for example, the overall teaching staff vacancy rate was nearly 11 percent at the beginning of this school year; in elementary schools in poverty areas of the city, the vacancy rate was almost 20 percent. On opening day, New York City had to mobilize a 500-man substitute teacher force for full-time duty.

The *National Teacher Corps* will help to meet these needs. It has, at present, 262 veteran teachers and 965 college graduate interns who are working to build professional careers in teaching disadvantaged children. They serve in 275 schools in 111 school systems, with the cooperation of 50 university training centers in 29 States, the District of Columbia, and Puerto Rico. There are Teacher Corps teams in 20 of the Nation's 25 largest cities, among them: New York, Chicago, Detroit, Houston, Cleveland, San Diego, Buffalo, and Memphis. There are Teacher Corps teams in Appalachian towns and in the Ozarks, in Spanish-speaking communities in New York, Florida, California, and the Southwest.

Teacher Corps members serve at the request of the local schools in a program worked out by the State department of education, the school system, and a local university. They work in teams, with a veteran teacher serving as team leader for 3–10 interns.

Part of a Corps member's time is spent in and about the schools in which he teaches, and part in study at a nearby university. At the end of 2 years, the interns will have earned a master's degree and will be qualified as specialists in the education of the disadvantaged.

The Corps has had no problem with recruitment of persons to teach in slum schools and rural areas. On the contrary, 13,000 persons applied for membership in 1965. Those selected were all college graduates; they were chosen on the basis of teaching experience (in the case of team leaders) and of academic achievement (in the case of interns). They are paid at the salary rates in effect in the school district in which they teach. Since 70 percent of the projects deal with elementary school children, the National Teacher Corps should have substantial impact on a critical area of need—education of children of poverty in the early grades.

Proposal

The National Teacher Corps program would become a special part of Title I of the Elementary and Secondary Education Act of 1965 and would be extended for three years, through fiscal year 1970, plus authority to enable a teacher-intern to continue his program of practical and academic training for a period of not more than one year, for those who begin such training during fiscal year 1970.

Teacher-interns would be compensated at the lowest rate for teaching full-time in the school system in which they teach, as they are under existing law, or at the rate of $75 per week plus $15 per dependent, whichever is less.

State educational agency approval of the local educational agency's request for Corps members and of the training program offered by an institution or university would be required.

Teacher Corps members would be permitted to be assigned to a migrant group not in a regular school, who are taught by a public or other nonprofit agency, if the number of migrant children makes such an assignment feasible.

The Commissioner of Education would be authorized to accept gifts on behalf of the Teacher Corps, in the same way as the Peace Corps is authorized to accept gifts.

Teacher Corps members would be permitted to be assigned to schools operated by the Bureau of Indian Affairs.

The "Local Control" section would be amended to make it clear that no Teacher Corps member may be assigned to a local educational agency unless the agency finds the member acceptable.

II. Comprehensive Educational Planning

Background and Need

Rational planning at all levels is essential if the Nation's educational needs are to be met. Reliable information concerning the effectiveness of existing education programs must be obtained and objectively evaluated in order to better coordinate and improve present programs and to develop new programs to fill unmet needs.

Local educational agencies receive funds from three primary sources—the local, State, and Federal Governments. Each school district must plan the use of those funds to meet local needs. However, almost all Federal funds and some State funds are earmarked for special purposes. The number of education programs designed to meet special needs has increased to the point that some districts have hired special coordinators to work the various programs together into a comprehensive plan adapted to local needs. However, neither the local schools nor the States have the resources to extend this local coordination and short-range planning to a long-range project of regional or Statewide planning and coordination.

During the 1965–66 school year, $27 billion was spent on education by local education agencies. With expenditures of that magnitude, a program of systematic Statewide planning and evaluation must be established if duplication is to be avoided and maximum efficiency is to be attained.

If the evaluation and planning of education programs is to be effective, it must be carried out close to the people to be served by those programs. The American system of education is founded on the principle of State and local control. The responsibility for educational planning, therefore, rests at the State and local levels. State educational agencies now set standards for our schools and qualifications for our teachers. Local schools are directly respon-

sible to local school boards. The best planning—that which will be most responsive to the needs of the persons to be served—must be carried out at the State and local levels.

If State and local educational agencies are to continue to carry out their present role in educational planning and if the administration of Federal educational programs is to reflect the intent of Congress, the Federal Government must share some of the burden placed on those agencies. This can be done by assisting them in developing comprehensive systems of planning and evaluation which will aid them in meeting educational goals at all levels of education, from preschool programs through postgraduate education.

Proposal

Title V of the Elementary and Secondary Education Act would be amended to establish a 5-year program of grants to States by the Commissioner of Education for programs of comprehensive, systematic, and continuous planning, and for evaluation of education at all levels, except that the inclusion of the field of higher education would be optional with the State. Any State desiring to receive a grant would designate or establish a State agency to be responsible for carrying out, or supervising the carrying out, of the comprehensive planning, except that, if the State so decided, the planning for higher education could be carried out by a separate agency, provided that there was assurance of effective coordination between the two. To be eligible for a grant, the programs set forth in the State's application would include: setting educational goals; developing through analysis alternate means of achieving these goals; planning new and improved programs on the basis of these analyses; developing and strengthening the competencies of the States for conducting objective evaluations of educational programs; and collecting, compiling, and analyzing significant data concerning education in the State. State applications would be submitted to the Governors for their review and recommendations.

Seventy-five percent of the funds appropriated would be apportioned among the States, the District of Columbia, and the outlying areas for grants according to State plans. The remainder of the appropriation would be reserved for grants to public and private nonprofit agencies, institutions, or organizations for special projects related to educational planning and evaluation on an interstate, regional, or metropolitan area basis.

$15 million would be authorized for comprehensive planning for fiscal year 1968.

III. Innovation in Vocational Education

Background and Need

The changing character of the American economy and the resulting change in manpower needs require that our schools anticipate the demands which will be made of their students in the future. In the next few years, employment opportunities in the professional, semi-professional, and technical fields will increase more than 40 percent, while job opportunities for unskilled workers and agricultural workers will actually decline. Opportunities in public service, in business, and in the professional and personal service fields are expected to increase at a much faster rate than in other areas. These shifts in the structure of the American labor market impose ever-increasing demands upon high school students. They must make decisions about schools which affect their entire lives, when they know very little about opportunities which will be available to them.

The jobs of our Nation's schools is particularly critical in view of the large number of workers under 25 years of age who will be continuing to enter the labor force. From 1965 to 1970, the number of persons 20 to 24 years old in the job market will be increasing by close to 500,000 or 4.8 percent per year—2½ times the rate for the labor force as a whole. By 1970 there may be close to 12 million of these young adult workers, representing about 14 percent of the total labor force, compared with 10 percent in 1960. Overall, the total number of teenage and young adult workers (aged 14 to 24) is expected to increase by almost 700,000 a year, constituting about 45 percent of the increase in the labor force between now and 1970.

More than one million students drop out of school each year. Of the students now in the fifth grade, approximately 80 percent will not complete college. A large number of these students will not receive the education or training which will prepare them to adapt to the jobs available ten or twenty years from now. If they are to develop to their greatest potential as wage earners and as citizens, school programs must be designed to keep them in school, and these programs must prepare them to function in an increasingly complex society.

Failure to meet the needs of students in high schols results in lessened employment opportunities. The unemployment rate for high school age youth is more than three times that of the public at large. The unemployment rate among those who fail to finish high school is 50 percent greater than among those who complete high school—in spite of an expanding economy.

The secondary school system of the United States must be strengthened to enable it to be more responsive to the needs, interests, abilities, and problems of all students and to the current and long-term demands of the world of work. This is especially true in the case of disadvantaged students. High school may be their last opportunity for formal education unless they are stimulated to continue on to college, and unless they receive training for employment they may be doomed to a life of unemployment. For students who do not plan to go to college, high school may be the last opportunity to prepare for, or receive training for, a job.

Proposal

The Vocational Education Act of 1963 would be amended to establish a 5-year program of grants to State vocational boards, local educational agencies, and public and private agencies, organizations, and institutions to support the planning, development, and operation of innovative occupational education programs which may serve as models for vocational education programs. Examples of the types of projects which might be supported are:

Exploratory occupational education programs to provide practical and educational experiences essential to understanding the demands and complexities of our modern society and oportunities in the constantly-changing world of work. These programs would be designed to familiarize students with the broad range of occupations available to them and requisites for careers in the various occupations.

Programs or projects to provide to students educational experience through part-time work to assist in their maximum development and to help in linking school and employment. Such programs would assist needy students to continue their education; promote a sense of achievement in school-related work experiences; enlarge educational opportunities; develop recognition of the value of work; and establish communication channels between education and the world of work which are not now in existence.

Guidance and counseling to assure that all students' interests and capabilities are developed in relation to their career objectives and to ease in the transition from school to work by assisting them in initial job placement.

Improvement of curricula to stimulate broad-scale innovative changes to provide more realistic vocational education programs for youth and adults at all skill levels. The currimulum changes would involve new instructional media; improved currimulum guides; and innovative techniques and services designed to meet the needs of youth and adults for entry into the world of work or for continuing education at the post-secondary level.

The funds appropriated would be apportioned among the States and outlying areas as follows: $150,000 would be apportioned to each State and outlying area, and the remainder would be apportioned according to population aged 14 through 19.

$30 million would be authorized for fiscal year 1968.

IV. Expanded Educational Opportunities for Handicapped Children

Background and Need

During the past decade, the foundation has been laid for a comprehensive program of support for educational programs and services for mentally retarded, hearing and speech impaired, deaf, visually handicapped, seriously emotionally disturbed, crippled, and other health impaired children. Beginning with the Cooperative Research Act in 1954, Congress has enacted legislation to provide assistance for research and demonstration projects and for personnel training programs in the education of handicapped children. Over 32,000 fellowships and training grants have been awarded in all areas of education for the handicapped. Last year 8,300 grants were awarded in the area of teaching programs for handicapped children. The Captioned Films for the Deaf program, twice amended since 1958, now includes research, training, production and dissemination activities which are reaching an annual audience of 1.5 million.

The Elementary and Secondary Education Act of 1965 offers direct educational benefits to handicapped children. In addition, it was amended to include State-

operated or -supported schools which provide free public education to handicapped children. Also enacted in 1965 was the National Technical Institute for the Deaf Act. This Institute will supplement the post-secondary educational opportunities for the deaf provided only by Gallaudet College. In the summer of 1966, an HEW Task Force on Handicapped Children and Child Development reviewed the Department's programs for the handicapped and suggested priorities of effort and means for improved coordination of programs.

In the last days of the 89th Congress, two important pieces of legislation for handicapped children were enacted. One authorized the Model Secondary School for the Deaf at Gallaudet College. The other added Title VI—Education of Handicapped Children—to the Elementary and Secondary Education Act. This title authorized earmarked funds for projects to develop education programs for the handicapped, and directed the Office of Education to establish a Bureau for the Education of the Handicapped. The establishment of the new Bureau was announced by the Office of Education on January 12, 1967.

Although these enactments provide an impressive foundation for research, professional training, and development of special education programs for handicapped children, we must continue to expand their educational opportunities.

Of the estimated 5 million children, or 10 percent of the school-age population, appreciably limited by one or more handicapping conditions, only about 40 percent are receiving the benefits of special education programs. Half of the public school systems in the United States report that they do not provide educational services for even one type of handicapping condition.

Little beyond verbal acknowledgement has been provided for the education of hundreds of multiply handicapped children. Some handicapped children must remain on residential school waiting lists 5 or 6 years before being accepted into an education program; this almost destroys a child's chance to prepare for his future and to prepare to contribute to our Nation's future.

Early diagnosis and identification of a handicapping condition is essential and basic to formulating an education program for a handicapped child. There should be a focal point at which such diagnosis can be provided to help decide how best to allocate available resources to meet the needs of all handicapped children.

The great obstacle to developing and providing educational programs for handicapped children is the critical shortage of trained personnel—teachers, teachers of teachers, supportive personnel. Of the estimated 300,000 teachers and other personnel necessary to provide educational opportunities to all handicapped children within this decade, there are now only about 70,000. And at this time, there are only about 300 institutions of higher education capable of offering training for the preparation of professional personnel, often only in one area. If the 300,000 goal is to be attained, a nationwide personnel recruitment program, utilizing comprehensive and innovative information-dissemination methods, must be immediately initiated.

Proposal

The proposed amendments for improvement of the education of the handicapped would provide a variety of expanded educational opportunities for all handicapped children. The proposed *Regional Resource Centers*, which would be authorized by a separate part of title VI of the Elementary and Secondary Education Act of 1965, would provide testing and evaluation services to determine the special educational needs of a handicapped child, would develop education programs to meet these special needs, and would assist schools and other agencies in their respective regions in providing these educational programs for the handicapped child. $7.5 million would be authorized for the Centers for fiscal year 1968.

The proposal for *Recruitment of Personnel and Dissemination of Information on Education of the Handicapped* would provide grants to or contracts with public or private agencies or institutions to expand and encourage intensive nationwide recruitment programs and information dissemination programs aimed at encouraging students, professional and supportive personnel to work in the field of education of handicapped children. $1 million would be authorized to implement this program in fiscal year 1968.

Schools for Indian children operated by the Department of the Interior and overseas dependents schools operated by the Department of Defense would be made eligible for assistance under title VI of the Elementary and Secondary Education Act.

The proposal for *Expansion of Instructional Media Programs to Include All Handicapped Children* would insure that all handicapped children would receive

the demonstrated benefits of the instructional media materials program established and successfully carried out under the Captioned Films for the Deaf program and would greatly help in shortening the time lag between new educational media discoveries and their actual applications. $1 million would be authorized in fiscal year 1968 for this expanded program.

Existing authority to make grants for research in the education of the handicapped would be made more flexible by authorizing the Government to obtain such research through contracts with public or private educational research agencies and organizations.

V. Miscellaneous Amendments to the Elementary and Secondary Education Act and the Federally Impacted Areas Program

Indian children in BIA schools and children in DOD overseas dependents schools

Background and Need

Last year, the Elementary and Secondary Education Act of 1965 was amended to include two groups of children—Indian children in schools operated by the Bureau of Indian Affairs of the Department of the Interior and children in overseas dependents schools operated by the Department of Defense—who had not been afforded the educational benefits offered other children under the Act. Indian children in BIA schools were made eligible to participate in programs conducted under Titles I, II, and III of the Act; Deparmtent of Defense schools were included in the provisions of Titles II and III.

The benefits to the two groups of children have been substantial. It is estimated that 37,000 Indian children will be reached by special programs for the educationally deprived under Title I of ESEA, at a total cost of more than $5 million. More than $125,000 will be spent in providing these children with textbooks, library boks, and other instructional materials during this fiscal year, and nearly $205,000 will be expended on supplementary educational centers and services under Title III. Overseas schools will also reap the benefits of change during this fiscal year: more than $404,000 for books and instructional materials under Title II, and $527,000 for supplementary educational centers and services under Title III.

Proposal

Provisions for participation of Indian children enrolled in BIA schools and of children in overseas dependents schools would be extended one year, through fiscal year 1968. These provisions would otherwise expire at the end of fiscal year 1967. Extension would make them uniform with the rest of the Act, which continues through fiscal year 1968. A study of the provisions and further recommendations will be submitted to the Congress later this year.

Amendment to Title V of the Elementary and Secondary Education Act

In order to provide for a more equitable distribution of Title V funds the allotment formula would be amended. Forty percent of the amount available for apportionment among the States would be allotted to the States in equal amounts and the remaining 60 percent would be allotted to the States on the basis of school age population.

Amendments to disaster authority in Public Laws 874 and 815

Background and Need

Public Law 81–815 and Title I of Public Law 81–874 were amended by P.L. 89–313, approved November 1, 1965, to give the Commissioner of Education authority, until June 30, 1967, to provide assistance to repair or replace school facilities damaged or destroyed by natural disasters, to provide temporary facilities while damaged facilities were being repaired or rebuilt, and to provide operating assistance as might be needed in any area declared by the President to be a major disaster area.

Prior to these amendments, such disaster assistance was provided by the Office of Emergency Planning. Although this was a new program for the Office of Education, it has worked well in meeting the most urgent needs in disaster areas. There were 11 disasters during fiscal year 1966 and two disasters thus far in fiscal year 1967 for which applications for aid have been received. The total cost of the disaster program for applications received, as of February 1967, exclusive of Hurricane Betsy, is estimated to be $375,000.

Proposal

Authority to provide disaster assistance under Public Laws 815 and 874 would be extended five years, through fiscal year 1972. Coverage would be extended to a few special public schools that now provide elementary and secondary education, but are not covered by the Act because they are operated by a State rather than a local educational agency.

The burden and effort test now required before emergency assistance can be authorized would be eliminated. This change is necessary because most school districts do not have in their yearly budget funds to meet emergency disaster needs, and they cannot get such funds until a new budget is approved for the following year. At present, the Office of Education cannot give assurance of Federal assistance when the disaster occurs and emergency repairs must be made; the change would permit authorizing emergency aid when needed.

A minimum amount of $1,000 or one-half of one percent of the agency's operating budget for the year will be established for any disaster claim. This would avoid handling requests for very small amounts of money.

The Commissioner of Education would be authorized to grant funds to a public agency in sufficient amount to house students who were in a private school which was destroyed by a disaster, if the private school is not to be rebuilt. Under present wording, this can be done only if there also is destruction of or damage to public schools; the amendment would permit granting such assistance to a public agency when a private school is destroyed and not to be rebuilt, although no public school has been destroyed or damaged.

AMENDMENT TO PUBLIC LAW 874

The only amendment proposed to P.L. 874 is a technical change in the definition of Federal property. This amendment is made necessary in order to remove any question as to the deductibility of other Federal payments from the gross entitlement of school districts in those cases where the other Federal payment is made because of taxes on private improvements on land held in trust for individual Indians or Indian tribes. Two recent court cases have ruled against making deductions in these cases. The amendment would prevent duplicate payments to some districts.

Senator RANDOLPH. There are reasons why we should move along as quickly as possible this morning.

I know that we are delighted, the chairman of the Subcommittee on Education, and I, as a member of the subcommittee, we are both delighted to have the testimony of Senators Kennedy of Massachusetts and Nelson of Wisconsin. You constitute a panel in a degree, and will you proceed, Senator Nelson and Senator Kennedy, as you desire.

STATEMENT OF HON. GAYLORD NELSON, A U.S. SENATOR FROM THE STATE OF WISCONSIN; AND HON. EDWARD M. KENNEDY, A U.S. SENATOR FROM THE STATE OF MASSACHUSETTS

Senator NELSON. Mr. Chairman, Senator Kennedy and I have a joint statement, and we each will read some excerpts from it and I would ask that the statement be printed in the record in full.

Senator RANDOLPH. The statement will be included as you have requested.

Senator NELSON. We are appearing in behalf of the National Teacher Corps which we jointly authorized a little more than a year ago.

At the conclusion of our statement I would like to have several letters, four letters, printed in full in the record, rather five letters. They are letters from the principals of the high schools in Wisconsin where Teacher Corps teams have been at work for the past year.

I might just read for the chairman some excerpts from the letters, but I would ask that they be printed in full at the end of the testimony.

I have a letter from the principal, Gladys Caughlin, of North Fifth Street School in Milwaukee, and in her first paragraph she says, "The National Teacher Corps interns who have been a part of our teaching staff since September are making a decidedly significant contribution through their work with children. At the same time they are developing understandings and skills that will enable them to work successfully with the disadvantaged."

I also would like to read an excerpt from Mr. Roger M. Jones, principal of the Unified School District No. 1, Garfield, Racine, Wis.

"Garfield Elementary School in Racine has a Teacher Corps Team on its staff this year. As principal of the school, I feel they have been of much help to us. Garfield is an inner-city school with many socially, educationally, and economically disadvantaged children among its enrollment. The Team has been working in the areas of tutoring individuals and small groups, helping teachers with units of study in the classroom, making home visits and contacts, and operating after school activities for the children.

"We have seen positive results educationally for many children because of the individual help the Team has provided. With the help of a Team member, the classroom teachers have been able to try and accomplish some exciting and interesting projects that have motivated learning for their students. The after school activities are correlated with learning situations during the regular school day. Because of these activities many children have a more positive attitude toward school and life in general.

"I am looking forward to having this Team with us again for the next school year. I trust funds will be made available for this purpose."

I have a letter here from Mr. John Schertzl, principal of the Wells Street Junior High School:

"DEAR SENATOR NELSON: As we enter the second half of the school year which offered our first experience with the National Teacher Corps, I should like to take this opportunity to report to you on the progress of our Teacher Corps Team.

"Wells Street Junior High School is a central city school with a non-white enrollment of approximately 60 percent and a large number of culturally disadvantaged pupils of various social and ethnic groups. Our total enrollment is 1,068. Our Teacher Corps Team consists of four young interns, two men and two women, and a very competent team leader who has had teaching experience at this school.

"I must admit that I had some reservation regarding the effectiveness of a National Teacher Corps when I was first approached regarding the assignment of such a group to this school. I questioned the administrative and teaching time involved and the facilities required in relation to expected results. I also considered the matter of relations between the team members and our regular teaching staff. However, my apprehensions proved to be groundless, and the Teacher Corps Team, under the capable direction of its team leader, has proven to be a valuable asset to the school and to its instructional program."

I have a letter from Mr. Powers, principal of Rufus King High School. He states in part:

"Here at Rufus King High School we have seen the results of a remarkably happy marriage between an ingenious plan and a team of intelligent, sympathetic, energetic, and devoted, young Corps members."

I also have a letter from the Vieau School, the principal, Mr. K. G. Place, in which he states in part:

"My expectations have been more than fulfilled. With the addition of two more interns—in January—we have a fine team of alert, conscientious and energetic young people in the process of learning and practicing the arts of teaching."

Mr. Chairman, the National Advisory Council on the Education of Disadvantaged Children issued a report on the effectiveness of the Teacher Corps. This report was clear in its findings that, and I quote "The National Teacher Corps is too badly needed and too promising to be either discontinued or treated as a temporary stopgap. Of all the present investments of public effort, few are likely to yield so large a return." The report went on to state: "The National Teacher Corps has proved itself a useful weapon in the attack on the disadvantages under which too many American children labor. The direct effect on the children with whom the Corpsmen work would be justification enough to continue that work. The Corps quite clearly will have other effects as well. The most significant of these may very well be its influence on the capacity of the educational systems of the universities to reach those children who have been most grievously neglected."

I won't read the statement reporting on Wisconsin experiences. It is self-explanatory and the letters I have submitted to the record testify to that.

I would conclude my remarks by urging that the salaries for the Teachers Corps team be continued as they are at the minimum starting level for whatever school the team is working in rather than substituting for that a weekly salary of $75, which would amount in Wisconsin to $2,300 a year. I think that that salary is inadequate, and that the present system has worked very well without any serious complaints from the teaching systems where the teachers are working.

Thank you, Mr. Chairman.

Senator RANDOLPH. Before you proceed, Senator Kennedy, let me comment briefly on the statement of Senator Nelson. There is, as you gentlemen who are the authors of the program know, an uncertainty today which I have reason to believe causes the interns in training for Teachers Corps to be leaving this program. I have heard this because, in West Virginia we have had some 27 interns in training. In Massachusetts you had 42. In Wisconsin you have had 22, and the country as a whole has had about 1,100 in this program. But the uncertainty that exists, as I understand it, Senator Nelson, is the reason you are here today, partially, is this correct?

Senator NELSON. That is correct.

Unfortunately, when the program was authorized appropriations didn't come through, and adequate appropriations didn't come through so there was a serious question whether or not the program would get underway at the beginning of the last school year and that made recruiting difficult. It forced some of the volunteers who were uncertain as to their fall employment to either go back to school or seek employment elsewhere. And this continues to create—the uncertainty continues to create—a problem throughout the whole Teachers Corps.

I might say, Senator Kennedy, and I do, in our joint statement, "as a result of Congressional delays in its early days the Corps had only six weeks to organize; yet it recruited 1,200 college graduates for im-

mediate service, arranged summer training programs in 12 universities, and handled all requests from local school systems. During the past year the Corps has been at work in 275 schools and 111 school districts in 29 states, and the demand for their services is ever growing."

The reports on the work of the Teachers Corps with the disadvantaged have all been almost universally positive. It has worked much better than I think either the Office of Education or Senator Kennedy and I thought it would. We had great confidence in it, but it has worked better than we thought it would. But the fact that there is continuous uncertainty as to whether or not they can get the interim funding in order to recruit additional members of the Corps to train during this summer, the uncertainty as to whether the program will continue at all, has had a deleterious effect, and I am hopeful that we can finally get the authorization and appropriations and have some stability in the program.

Senator RANDOLPH. Thank you, Senator Nelson. Now, Senator Kennedy, I believe that you are ready to give your part of the joint statement.

Senator KENNEDY of Massachusetts. Thank you very much, Mr. Chairman.

I want to once again express my own personal appreciation to the chairman of the subcommittee, Senator Morse, and through Senator Morse to you, Senator Randolph, for once again entertaining the testimony of Senator Nelson and myself. We have appeared a number of different times before this subcommittee; we have also had the good opportunity to, a fine opportunity to, appear before the Appropriations Committee on two different occasions, and certainly the subject matter which we bring again to the attention of this subcommittee is well known to it and well known to the members.

I will say that we have certainly received the enthusiastic support, I believe, from the members of this subcommittee and generally from the members of the full committee.

Rather than review the testimony itself, we appreciate the fact that you hace placed it in the record, but we do feel that once again the record is extremely clear with regard to the success of this program. Limited as it has been, we have seen that it has been uniformly endorsed and supported in the areas in which it has touched the lives of many of the disadvantaged young people throughout our country.

I think not only does the testimony that Senator Nelson mentioned about the National Advisory Council on Education to Disadvantaged Children testify to the value and importance of this program, but also a recent survey made by the NEA of superintendents and principals of schools through the country who have had a direct contact with this program, have generally enthusiastically endorsed this program itself.

So we come to this subcommittee, we believe, with a solid record of achievement and accomplishment. We did start out a program that was limited, but nonetheless, I think that it has, as Senator Nelson has mentioned, far exceeded our highest expectations.

In fact, my conversations with Commissioner Howe and others who have been directly related to this program, indicated that they feel that there is room for expansion of this program, to send some

10,000 interns and senior teachers into the disadvantaged areas of our country, and that they would be enthusiastically received.

I know, Mr. Chairman, that there have been a number of amendments to the legislation which was initially introduced by Senator Nelson and myself, that have been directed toward some of the problems or questions which have been raised by those who have expressed reservations about the Teachers Corps program. They have been incorporated into the legislation. I share with Senator Nelson the reservations about what we can actually expect a young person to exist and live on with a $75 a week salary and $15 per dependent, although this is in the legislation and it was in the wisdom of this committee to continue that provision, in its own judgment with regard to the successful implementation in this program, and I would reluctantly go along with it.

There have been other amendments which will be testified to this morning which have been addressed with regard to strengthening the local veto over interns and experienced teachers. Also with regard to—with respect to—the State agency of education having a veto right as well. These are certainly three areas where there have been changes made in the program.

And also there has been stated a limitation about the recruiting of experienced teachers, confining it to a particular school district.

This, I find objectionable, Mr. Chairman, and I hope during the course of the markup some amendment can be made, although I think it is helpful to have testimony on that matter by the members of this committee, to see if those who are charged with that responsibility feel that this serves as a hindrance to the effectiveness of the program.

I want to say once again, Mr. Chairman, I feel that the record itself speaks for itself. The facts and the figures are dramatic, they are clear, of the record, I believe, that has been made.

Once again we can echo, Senator Nelson and myself, the achievements and the accomplishments of the program and our testimony records Senator Nelson's own experience in visiting Teachers Corps schools in his own State. I have had a similar opportunity in Massachusetts, and can certainly report from personal experience both in the school district, my contact and conversations with the young people, they feel they are performing a terribly important and vital function.

I think not only are they providing advantages to those who are disadvantaged in my State of Massachusetts and generally around the country, but I also think that we are interjecting and infusing the general educational framework of our country with a new appreciation and understanding of the problems of education in disadvantaged areas. I think this is obviously overlooked.

So I appreciate the kindness of the subcommittee in permitting both Senator Nelson and myself to appear here, and I thank the Chair for including these remarks in the record.

Senator RANDOLPH. Thank you very much, Senator Kennedy.

The matters of concern that you mentioned will be explored with the administration spokesmen, because I think they are necessary of clarification, of even perhaps change and strengthening in some particulars to perhaps take advantage of that which we have learned by experience.

I wish to add to what Senators Nelson and Kennedy have said as to my belief in the validity of this program. I have followed it very closely in West Virginia, where there is general agreement that it is valuable, and rather than to find it in a state of deterioration we need to give prompt attention to keep it effective and virile.

Thank you very much.

(The joint statement of Senators Nelson and Kennedy of Massachusetts and the letters referred to above follow:)

JOINT STATEMENT OF HON. EDWARD M. KENNEDY, A U.S. SENATOR FROM THE STATE OF MASSACHUSETTS, AND HON. GAYLORD NELSON, A U.S. SENATOR FROM THE STATE OF WISCONSIN

Mr. Chairman, we appreciate the opportunity to submit this statement to the subcommittee on behalf of the Teachers Corps legislation now under consideration.

As cosponsors of the original Teachers Corps legislation, we have followed with great interest the development of this program throughout the United States.

The present enrollment in the Teachers Corps is 1,200 interns and experienced teachers. Although this is a smaller total than we had envisioned, the program during its first year of operation has been an unqualified success. The subcommittee will hear detailed testimony on the progress of the Teachers Corps from the Corps director, Mr. Richard Graham. We would like to highlight at this time some of the public reactions to the program we have received or noticed.

On April 20 the National Advisory Council on the Education of Disadvantaged Children issued a report on the effectiveness of the Teachers Corps. That report was clear in its findings that "The National Teachers Corps is too badly needed and too promising to be either discontinued or treated as a temporary stopgap. Of all the present investments of public effort, few are likely to yield so large a return." The report went on to state: "The National Teacher Corps has proved itself a useful weapon in the attack on the disadvantaged under which too many American children labor. The direct effect on the children with whom the corpsmen work would be justification enough to continue that work. The Corps quite clearly will have other effects as well. The most significant of these may very well be its influence on the capacity of the educational systems of the universities to reach those children who have been most grievously neglected."

City officials, school administrators, and teachers throughout the United States have been equally enthusiastic about the work being done by the Teachers Corps.

This year Senator Kennedy visited the Teachers Corps program operating within the Boston public school system. The program helps four of the city schools finance their own program of special educational assistance, and it emphasizes the training of teachers to meet the special needs of disadvantaged children whose education has been handicapped by the effects of poverty.

There are 19 people in the program, four experienced teachers, and 15 intern corpsmen. The interns are training at Boston College under the direction of Professor of Education Dr. William M. Griffin, and are pursuing a special graduate program leading to a master of arts

degree in education. At the completion of the graduate program, they will be certified to teach in the State of Massachusetts.

Their legacy, in the Boston public school system, will be stimulated teaching professionals and enriched children, who, because of programs designed specifically to help them, are nearer to becoming participating members of our society than they would otherwise have been.

Last December Senator Nelson visited the Teachers Corps team working in Rufus King High School in Milwaukee. Members of this team worked with students who had been failing three or more of their academic subjects. These boys and girls were from disadvantaged areas, and had lost all motivation to succeed in school. After working with corpsmen on a 1-to-1 basis for only 4 months, 50 percent of these children showed academic improvement. Mr. John Powers, the principal of Rufus King High School, told Senator Nelson that discipline and attendance problems have been substantially reduced. During the term prior to the work of the Teachers Corps team, these students averaged 18.3 days absence per semester. Since the arrival of the Teachers Corps team, the rate of absence has decreased by almost 50 percent to a rate of 10.2 days per semester. This dramatic improvement in the lives of these children has been a direct result of the dedication of the Teachers Corpsmen.

Beyond the fine work of the Corps and the benefits it is bringing to many of the educationally deprived youths of our Nation, we would like to bring to your attention the record of dedication of the Corps members. We do not believe that any other Federal voluntary program has suffered the unusual experiences the Teachers Corps has in the Congress, yet continued to survive and remain attractive to the youth of our country. As a result of congressional delays in its early days, the Corps had only 6 weeks to organize; yet, it recruited 1,200 college graduates for immediate service, arranged summer training programs in 12 universities, and handled all requests from local school systems. During the past school year the Corps has been at work in 275 schools in 111 school districts in 29 States, and the demand for their services is ever growing.

The unstable record of the Corps progress through Congress should have guaranteed that the young American educators attracted to it would quickly fall away, leaving the Corps abandoned—but they did not. Further, they ask us not to abandon it. We would like to cite the funding history of the Corps to make the point that despite the uncertainty that has surrounded its development, the Corps has lived. This fact, we believe, is a tribute to the Corps administrators, its members, and the basic worth of the Teachers Corps concept.

The authorization of the 1965 Higher Education Act expires this June 30, and with it, the Teachers Corps authorization. The administration has recommended that the Teachers Corps legislation be transferred to the Elementary and Secondardy Education Act, a step which, in our judgment, is logical and practical.

The Teachers Corps is an imaginative and innovative approach to the desperate educational problems of America's poor elementary and secondary students. It is appropriate for the program to become a part of the Elementary and Secondary Education Act, an approach which we originally favored in 1965.

There are other proposed changes in the current law, which, in our judgment, pose several serious problems.

As the subcommittee is aware, interns are currently paid according to the starting salary of teachers in their district. The experienced master teachers are paid on rates commensurate with their colleagues of equal experience in the school system.

Section 114 of S. 1125 would lower interns' salaries to $75 a week plus $15 for each dependent. This amendment would not affect interns already enrolled in the Corps.

Adoption of this amendment would create severe difficulties in the administration of the Teachers Corps. Interns are paid only for the weeks they work. This totals 38 weeks a year, which at $75 per week, would mean an annual income of $2,850. The money is not to be paid through the university, but through the school system, and would be subject to all Federal, State, and local taxes.

Married teacher corpsmen with families will find it especially difficut to live on this small Teachers Corps stipend. In many cities it is absolutely necessary for corpsmen to maintain a car, which causes additional expense.

We have a chart which describes the actual effect the proposed salary change will have on interns in several cities. We ask unanimous consent that the chart be inserted in the record at this point.

Proposed Teacher Corps salary changes

	Gross annual salary	Gross salary per week	Net salary per week	Gross annual salary at $75 per week	Net weekly at $75 [1]	Net weekly salary difference	Gross annual salary difference
Chicago	$6,000	$136.16 (44 weeks)	$110.68	$3,300	$62.95	$47.73	$2,700
Milwaukee	5,150	135.55 (38 weeks)	111.20	2,850	63.70	47.50	2,300
Miami	5,300	131.85 (40 weeks)	108.49	3,000	63.37	45.12	2,300
Detroit	5,945	145.00 (41 weeks)	117.76	3,075	63.35	54.41	2,870
Portland, Oreg	5,350	140,75 (38 weeks)	115.19	2,850	63.70	51.49	2,500
New York City	5,400	103.85 (52 weeks)	104.14	3,900	62.33	41.81	2,500
Los Angeles	5,800	131.36 (44 weeks)	107.24	3,300	62.95	44.29	2,500
San Diego	5,900	134.40 (44 weeks)	108.96	3,300	62.95	46.01	2,600
Tucson, Ariz	5,200	126.82 (41 weeks)	103.99	3,075	63.35	40.64	2,125
Boston	5,000	113.28 (44 weeks)	93.48	3,300	62.95	30.63	1,700
Philadelphia	5,800	133.65 (43.3 weeks)	108.97	3,248	63.24	45.73	2,552

[1] Based upon single intern with no dependents, Federal income tax and FICA withheld. No State or municipal taxes were deducted.

We have grave reservations concerning the effect this change would have on recruitment of interns. Despite the current low rate of attrition we fell that many interns would not be able to make ends meet at this salary and that they will be lured away to other jobs. The Director of the Wisconsin Teacher Corps project has informed us that this prospect has already lowered morale among prospective Teachers Corps participants. It would become infinitely more difficult to attract top-quality personnel to the Teachers Corps at the lowered salary base.

Most Teachers Corps interns have shown great dedication and idealism. Enactment of this change in salary would, in our opinion, take undue advantage of the dedication of these young people. We, therefore, urge that the subcommittee retain the present basis of payment.

When we began work on this program in 1965, our goal was the establishment of a flexible and imaginative educational program to deal with the most severely disadvantaged children in the United States. Despite the growth and improvement in America's system of public education, the poor and the needy students have not fully shared in programs of quality education. We owe these children increased attention and consideration to enable them to break out of the bitter cycle of poverty that now engulfs them.

It remains our intention that control over the teams in operation be maintained by local school officials. Individual superintendents and principals may discontinue programs at a moment's notice.

We would, however, urge that the subcommittee not apply further restrictions to the program. The Teachers Corps, by attracting more able people into the teaching profession and training them, is designed to meet a national need. The subcommittee should make it clear that nothing in this act be construed to mean that experienced teachers must be chosen from within the district where they will serve. In practice, teachers are generally chosen from the districts in which they work, but we would not wish to have this written into the law, imposing further restrictions and further curtailing the flexibility of the act.

The issue of local control of education was very carefully considered by the framers of this legislation. The legislation was drawn so that local school authorities would have more control over Teachers corpsmen, in most cases, than over their own staffs. Corpsmen may be hired or fired at will.

Our intent remains that the Teachers Corps program be permitted a maximum degree of flexibility in the continuation and expansion of its program. We hope that the subcommittee will agree with this judgment.

When the Congress originally funded this program, a commitment was made to the Teachers Corps interns. Participation in the 2-year program could earn them a master's degree, as well as enable thousands of educationally disadvantaged children to reverse their course of academic failure.

On the basis of its 8 months of operation, we believe the continuation of the Teachers Corps is justified—not only because of the commitment made to the interns, but on the merits of the program itself.

A recent survey of principals and superintendents taken by the National Education Association showed an overwhelming majority of those working with Teachers Corps men favor the continuation of the program.

It is very difficult to recruit teachers to work in slum area schools. Many distinguished educators, such as Dr. James Conant, suggest a formula of differential pay and added bonuses to those experienced teachers willing to undergo the difficult and often trying task of working in the slums.

Under the Teachers Corps program, this problem is highlighted and added value is placed on the job of teaching in the disadvantaged

school district. Through the Teachers Corps, dedicated and sincere young people are recruited to perform this vital work. Teacher recruitment has become increasingly difficult in the United States over the last several years. A national teacher shortage of close to 100,000 has created a crisis in American education. Teacher's salaries are woefully inadequate. A high school teacher of physics or chemistry earns a starting salary of $2,000 a year less than his colleague in private industry, both having the same education and the same background. It is, therefore, apparent that creative and imaginative new efforts are needed to attract young people to the teaching profession. The Teachers Corps interns exemplify the type of person the teaching profession so desperately needs.

We are confident that favorable action by the subcommittee will be repaid manifold by successes in the program throughout the country.

We ask that several letters we have received from principals and school officials who have worked with corpsmen be inserted at this point in the record.

VIEAU SCHOOL,
OFFICE OF THE PRINCIPAL,
Milwaukee, Wis., February 17, 1967.

Hon. GAYLORD NELSON,
Senate Office Building,
Washington, D.C.

DEAR SENATOR NELSON: Last June three interns of the *National Teachers Corps* and a supervisor were assigned to Vieau for the summer session. Since the administrator of the sumer school was my vice principal, I received a fine briefing on their performance and thereby had a good idea of what could be expected of them in fall. Then, too, I attended an orientation meeting in late summer which served to acquaint me fully with the program.

My expectations have been more than fulfilled. With the addition of two more interns (in January) we have a fine team of alert, conscientious and energetic young people in the process of learning and practicing the arts of teaching.

These interns, under the excellent immediate supervision of Miss Mary McLaughlin have been a boon to our school and community.

They have done some excellent work in small group and "one-on-one" intensive tutoring and counseling. They have taken "class disturbers" and have given these children a willing ear in which to pour their attention needs. They have increased the self concept—the sense of importance of our love starved problem children, and thereby alleviated the regular classroom teachers' frustrations on this score.

Our interns have organized and rehearsed various groups of children for school programs in connection with special projects and holiday recognition. They have refereed scheduled intramural athletic contests.

They have gone into the community, visited parents and have improved the school-home rapport.

In a word, they have been *invaluable* to our school and community.

Currently, they are engaged in full scale "practice" teaching. Each intern works under the classroom supervision of a master teacher. While it is impossible to continue the diverse activities afore mentioned while intensively engaged in student teaching, many of the individual tutoring programs are still maintained where there is a need.

In closing let me say that we at Vieau feel very fortunate in having the NTC with us. Their dedication, their flexibility (which is, perhaps, one of their greatest attributes) and their cooperation, have meant much to our school and community. They are valuable members of the team; we hope their training here will make them valuable members of our teaching profession.

Sincerely,

K. G. PLACE,
Principal.

RUFUS KING HIGH SCHOOL,
Milwaukee, Wis., February 17, 1967.

Hon. GAYLORD NELSON,
Senate Office Building,
Washington, D.C.

DEAR SENATOR NELSON: I am very happy to restate my sentiments, concerning the National Teacher Corps.

Here at Rufus King High School we have seen the results of a remarkably happy marriage between an ingenious plan and a team of intelligent, sympathetic, energetic, and devoted, young Corps members. There has been a lessening of the work load for all; a marked increase in teacher morale; and, most important, an abrupt about face in attitude toward citizenship and scholarship on the part of some of our most difficult pupils.

We have exposed the Corpsmen to the entire scope of school experience, and they have passed each test admirably. Solultions for many of the problems they have tackled are not readily apparent. However, their ideas are fresh, and their concepts are new. They are not tied down to old, worn-out practices. We have every reason to hope that in the foreseeable future the National Teacher Corps will contribute valuable insights into methods of dealing with deprived youngsters.

Very truly yours,

J. A. POWERS,
Principal.

WELLS STREET JUNIOR HIGH SCHOOL,
Milwaukee, Wis., February 15, 1967.

Hon. GAYLORD NELSON,
Senate Office Building,
Washington, D.C.

DEAR SENATOR NELSON: As we enter the second half of the school year which offered our first experience with the National Teacher Corps, I should like to take this opportunity to report to you on the progress of our Teacher Corps Team.

Wells Street Junior High School is a central city school with a non-white enrollment of approximately 60% and a large number of culturally disadvantaged pupils of various social and ethnic groups. Our total enrollment is 1068. Our Teacher Corps Team consists of four young interns, two men and two women, and a very competent team leader who has had teaching experience at this school.

I must admit that I had some reservation regarding the effectiveness of a National Teacher Corps when I was first approached regarding the assignment of such a group to this school. I questioned the administrative and teaching time involved and the facilities required in relation to expected results. I also considered the matter of relations between the team members and our regular teaching staff. However, my apprehensions proved to be groundless, and the Teacher Corps Team, under the capable direction of its team leader, has proven to be a valuable asset to the school and to its instructional program. Corps members have involved themselves in community activities and home contacts. They have offered valuable assistance in our attempts to improve attendance and tardiness, both of which are severe problems at this school. They have offered academic help to pupils individually and in small groups and have involved themselves in counseling on a one-to-one basis with problem pupils. They have acquainted themselves with pupil control problems by assisting our regular staff in the supervision of corridors and cafeteria.

The one problem which presented itself during the first half of this year was beyond the control of our school system and the University of Wisconsin-Milwaukee. This resulted from the uncertainty of funding when the Congress failed to provide the funds to carry out the program. Should the program continue—and I strongly recommend that it should—it is most advisable that the people in the program be given the status and security that comes with knowledge that their efforts are acceptable. Every effort should be made to provide funds and to plan for the coming year well in advance.

On behalf of the teaching staff of Wells Street Junior High School I wish to offer my sincerest appreciation for your interest and efforts in making the Teacher Corps a reality.

Sincerely yours,

JOHN SCHERTZL, *Principal.*

GARFIELD SCHOOL,
UNIFIED SCHOOL DISTRICT NO. 1,
Racine, Wis., February 17, 1967.

Hon. GAYLORD NELSON,
Senate Office Building,
Washington, D.C.

DEAR SENATOR NELSON: Garfield Elementary School in Racine has a Teacher Corps Team on its staff this year. As principal of the school, I feel they have been of much help to us. Garfield is an inner-city school with many socially, educationally, and economically disadvantaged children among its enrollment. The Team has been working in the areas of tutoring individuals and small groups, helping teachers with units of study in the classroom, making home visits and contacts, and operating after school activities for the children.

We have seen positive results educationally for many children because of the individual help the Team has provided. With the help of a Team member, the classroom teachers have been able to try and accomplish some exciting and interesting projects that have motivated learning for their students. The after school activities are correlated with learning situations during the regular school day. Because of these activities many children have a more positive attitude towards school and life in general.

I am looking forward to having this Team with us again for the next school year. I trust funds will be made available for this purpose.

Sincerely,

ROGER M. JONES, *Principal.*

N. FIFTH STREET SCHOOL,
OFFICE OF THE PRINCIPAL,
Milwaukee, Wis., February 20, 1967.

Hon. GAYLORD NELSON,
Senate Office Building,
Washington, D.C.

DEAR SENATOR NELSON: The National Teachers Corps interns who have been a part of our teaching staff since September are making a decidedly significant contribution through their work with children. At the same time they are developing understandings and skills that will enable them to work successfully with the disadvantaged.

We have long known that children with serious emotional problems would be greatly benefited by individualized instruction. Twenty-six children are seen daily in tutoring situations by the four members of our teaching corps. This forty minute period in a one-to-one relationship or as a member of a small group represents a most valuable advantage for each child involved both in terms of individualized learning opportunity and the psychological help given the child in the small group inter-change.

Each intern works with class-sized groups in a student teaching situation for a quarter of a day and participates in classroom activities for the entire day on Thursday of each week. This daily contact with the children is enabling them to develop competence with techniques in their training period, that are now usually attained by teachers in service. Interns who develop confidence in their own ability to work successfully with disadvantaged children will be a genuine asset to our profession.

In addition Mr. Whang and Mr. Lawhorn are offering a forty-five minute supervised physical education program after school, two afternoons each week. Miss Owens and Mrs. Roth are setting up a study program for mothers to assist them in helping their children with homework and to encourage them to appreciate the importance of their interest in promoting the progress of their children.

These community-oriented projects will further deepen the interns understanding of the disadvantaged. At the same time, they will be supplying enrichment experiences of real benefit to children and their parents.

The success of this program is significantly sharpened by the constant guidance and evaluations of such experienced team leaders as Mr. Litscher. Teachers in training rarely have this concentrated a degree of guidance.

Those of us who have worked with Central City children for years have been aware of a need for specialized preparation for the teachers of our children.

The approach inaugurated by the National Teachers Corps is truly an encouraging one. Efforts seem to be directed toward setting up a program that will seek creative solutions for the problem of preparing teachers for their vital task.

Very truly yours,

GLADYS CAUGHLIN, *Principal.*

Senator RANDOLPH. Commissioner Sullivan, I believe we can find room here at the table for all of you who are here from the administration. It will be sort of an all-out frontal attack.

Mr. Sullivan, you might wish to introduce the members of the panel for the record. Your prepared statements will be inserted following your testimony.

STATEMENT OF HON. J. GRAHAM SULLIVAN, DEPUTY COMMISSIONER OF EDUCATION; ACCOMPANIED BY RICHARD GRAHAM, DIRECTOR, TEACHERS CORPS; B. ALDEN LILLYWHITE, ASSISTANT COMMISSIONER, DIVISION OF SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS; HUGH PARMER, SPECIAL ASSISTANT TO THE DIRECTOR, TEACHERS CORPS; AND ALBERT L. ALFORD, ASSISTANT COMMISSIONER FOR LEGISLATION

Mr. SULLIVAN. Thank you, Mr. Chairman. On my immediate left is Al Alford who is our Assistant Commissioner for Legislation.

On my immediate right is Dick Graham, Director of the Teachers Corps; and Mr. Lillywhite is the second gentleman and Hugh Parmer of the Teachers Corps.

Senator RANDOLPH. Thank you.

Mr. SULLIVAN. Mr. Chairman, I have had a number of opportunities to appear before Senator Morse's subcommittee and yours, as a representative of a State. This is my first opportunity to appear before you representing the U.S. Office of Education and I assure you that it is a real pleasure.

Senator RANDOLPH. Thank you.

You proceed as you desire——

Mr. SULLIVAN. All right.

Senator RANDOLPH (continuing). With the testimony, with the arrangement of the witness discussion.

Mr. SULLIVAN. Thank you.

First, I do want to commend you for the statement which you made in introducing this indicating the urgency of action on this legislation, and the problems that are involved as a result of the delay. Then to you and to Senator Kennedy and Senator Nelson certainly to express, I was going to say, for the Office of Education, and for the educational community at large, and for the parents and the children who have been served by this program, our thanks for the very enthusiastic support which you are giving to the Teachers Corps. We want to make this a matter of record also.

In the interest of time and repetition because some of the things which Senator Kennedy and Senator Nelson said are included in my testimony, if we can make the written testimony a matter of record then I will just refer to some excerpts in the testimony.

Senator RANDOLPH. Mr. Sullivan, all of your material will be included in the record and if you would highlight it.

Mr. SULLIVAN. I will make a very brief statement, Senator.

Senator RANDOLPH. Thank you.

Mr. SULLIVAN. And then I will ask Dick Graham to respond to questions that the Senator may have with reference to the Teachers Corps. Mr. Al Lillywhite will be ready to respond to the questions on Public Law 874 and 815.

Senator RANDOLPH. Perhaps, Mr. Sullivan, there will be proper point to indicate that there may be members of the subcommittee who will wish to submit written questions, they are not able to be here today, but they are intensely interested in the subject, and I think that when we are considering possible amendments, changes and based on what you gentlemen will say for the record, we would want members of the majority and minority to have the opportunity to question you and then you supply responses in a written form.

Mr. SULLIVAN. We would be very glad to do that.

Senator RANDOLPH. Thank you.

Mr. SULLIVAN. As contained in Senate 1125, the Teachers Corps program became a part of title I of the Elementary and Secondary Education Act of 1965. We are proposing inclusion of the entire Teachers Corps authorization in this title because we think that the Corps certainly has proven itself rather dramatically again as Senators Nelson and Kennedy and you have indicated, and it is really a significant part of the Nation's arsenal in the war against illiteracy, educational deprivation, a war in which title I is a major weapon.

Also, I think I would say, Senator, that the Teachers Corps has proved to be an important vehicle to help meet the teacher shortage generally.

However, it has been concluded through various reports and studies that simply filling such teacher vacancies will not solve the problems of education in the ghetto schools. The January report of the National Advisory Council on the Education of Disadvantaged Children stressed the need for: (1) Adapting academic content to the special problems of the disadvantaged child; (2) improving and expanding in-service training of teachers; (3) involving parents and the community-at-large in school programs. And I think this is the real strength of the Teachers Corps program is the approach which has been taken and the recognition of the special needs of the disadvantaged youngster.

Senator RANDOLPH. At that point, Mr. Sullivan, I wish to make inquiries. I have no evidence, but this is perhaps the time to think about the possibility of such a situation if it has arisen or could arise. Have there been any indications that regular teaching staffs, the individual teachers who are regular in their employment, have they had any reluctance to accept the Teachers Corps program? Have they felt that it was a complement to what they were doing or do they feel it to be perhaps in opposition to what their general objectives as teachers are?

Mr. SULLIVAN. I will make a very brief statement and then Mr. Graham may wish to add to it.

Senator RANDOLPH. Yes, sir.

Mr. SULLIVAN. I think to the contrary, generally speaking, the reception by the regular teachers has been an enthusiastic one in terms of assisting them. As a matter of fact, I do believe that both the A.F. of T. and the NEA are supportive of this program.

Dick, do you want to add anything to it this time?

Mr. GRAHAM. Yes, Mr. Chairman.

The question you raised was one that was raised when the Teachers Corps was first conceived. There was some fear this was the case. It has not proved to be the case, in large part because these people come in to support and help the teachers who are there. There are four reasons why the Teachers Corps provides support to the schools. The team leader, generally selected from that local school itself, finds a new status and a new job and he helps not only the Teachers Corps interns, but other first-year teachers in that school.

The help that they provide releases the regular teachers for curriculum development, for work in the community, for institutes at the local universities. There has been a great support among regular teachers.

Senator RANDOLPH. Rather than conflict, there has been cooperation and understanding.

Mr. SULLIVAN. Yes, sir.

Senator RANDOLPH. At this point I am going to include statements of school administrators as to just the matter you have under discussion.

Mr. SULLIVAN. Thank you. We appreciate that, Senator.

Senator RANDOLPH. It relates to the cooperation which we have had from this program, and we do have material also that has been forwarded over the signature of Commissioner Howe to Senator Morse and we will draw on that material appropriately to spell out the points being made.

(The material referred to follows:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
Washington D.C., May 15, 1967.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: On the basis of discussions held on April 5, 1967, between your educational staff specialists, Charles Lee and Jack Forsythe, and Office of Education personnel, it gives me pleasure to forward all information requested concerning the Teacher Corps.

Requests regarding information concerning Teacher Corps financial obligations, Corps activities among Indians, Corps operations within the Migrant Amendment to Title I, and unsolicited testimonials concerning the Teacher Corps are enclosed.

If clarification of any information is desired, we shall be glad to be of further assistance.

Sincerely yours,

J. GRAHAM SULLIVAN,
(For Harold Howe, II,
U.S. Commissioner of Education).

Item 1

Teacher Corps obligations

State or area	Fiscal year 1966	Fiscal year 1967,[1] estimated	State or area	Fiscal year 1966	Fiscal year 1967,[1] estimated
Alabama			New Hampshire		
Alaska			New Jersey		23,565
Arizona	$13,336	$48,635	New Mexico	137,484	98,216
Arkansas	177,772	203,201	New York	517,406	776,708
California	508,658	678,188	North Carolina	237,614	155,100
Colorado			North Dakota		
Connecticut			Ohio	305,821	342,238
Delaware			Oklahoma	37,500	51,168
District of Columbia	147,921	347,832	Oregon	138,445	164,337
Florida	172,371	232,199	Pennsylvania	405,828	484,482
Georgia	180,999	46,791	Rhode Island	121,767	170,662
Hawaii	30,000	35,582	South Carolina	91,794	64,704
Idaho			South Dakota		
Illinois	736,962	617,211	Tennessee	204,955	142,942
Indiana	167,754	260,112	Texas	386,468	437,965
Iowa			Utah		
Kansas			Vermont		
Kentucky	321,550	331,138	Virginia	169,613	81,451
Louisiana	60,474	117,478	Washington		
Maine			West Virginia	120,061	186,033
Maryland			Wisconsin	133,016	173,484
Massachusetts	259,699	321,811	Wyoming		
Michigan	145,024	271,833	U.S. service schools		
Minnesota	20,000	73,770	Canal Zone		
Mississippi	152,400	184,178	Guam		
Missouri			Puerto Rico	103,301	86,399
Montana			Virgin Islands		
Nebraska	118,934	175,898			
Nevada			Total	6,324,937	7,385,311

[1] Fiscal year 1967 payments to Corps members for travel expenses and the costs of moving household goods and dependents are not included in the State distributions. Addition of these items will raise estimated 1967 obligations to $7,500,000.

Item 2

Macy, Nebraska is the home of the Omaha Indians. In Macy, four interns and their team leader were asked to serve a school of 299 pupils staffed by 13 teachers, only six of whom held B.A. degrees. They discovered that the nearest library was in Sioux City, Iowa, some 30 miles west, and that Nebraska residents weren't eligible to take out books.

The Macy community itself, is not unlike many reservation towns. Sixty-seven percent of its population is unemployed. Most of the families live on incomes of less than $2,000 annually. Many of the households have no electricity. Few of the streets are paved; roads turn to mud at the mention of rain.

Dropout rates after eighth grade were astonishingly high. Only 70 pupils from Macy were commuting the ten miles to the nearest high school. Youngsters who earn their high school diploma are the exception. For most of the young, this is the Indian cycle of poverty: After eighth grade, (all that is required by Nebraska law), the dropout wanders into one of the nearby population centers. Lacking skills, he finds no employment and cannot apply for welfare because he is not a resident. Eventually he returns to the reservation to spend the rest of his life listless, unemployed, a ward of the U.S. Government.

The Teacher Corps team, under the leadership of veteran teacher Steve Larsen, set up shop at Macy in a burned-out and abandoned Tribal Council building. They painted and refurnished one wing.

They raised funds to buy 700 books, the nucleus of a library—Macy's first. They kept the building open evenings as a study center. Now, children from homes without lights come to study, and to read the new books.

Larsen, a speech therapist, began working with small groups with reading problems—a program vital to any isolated Indian community. Corps members also worked towards establishing rapport with the children and their parents. A new experience for many Indian families was to have a teacher visit their homes, not to punish the pupil, but to help him. Equally novel was the pupil's visit to the home of the Corpsman. Many children saw as much of the Corpsmen outside of school as inside.

Have they any measurable results? How have the Corpsmen been accepted?

Victor Robinson, former member of all-Indian Macy Board of Education said, "It is such a big help. I think all reservations in the United States should have (Teacher Corps) teams." Mr. Eddy Cline, also member of the Macy Board of Education, "I am sure that if we would choose to do so, we could go out and get 99% of the parents in our community to sign a petition that the National Teacher Corps should be continued." Bureau of Indian Affairs officers in Washington are quick to add their approval for the Corps. Bureau Commissioner Robert L. Bennett says, "There is a need for dedicated people sympathetic to the special needs of Indian children to be trained to work in the local schools. As the Bureau transfers its educational responsibilities to local school districts, the need for especially trained teachers will be intensified. "At Macy, and in other schools serving Indian children, those involved in Teacher Corps programs are demonstrating a desire and an ability to help meet our needs and to do so at low costs."

Item 3

The purpose of including an authority for the Teacher Corps to work with "private agencies"* involved in education of children of migrant workers is to bring Teacher Corps into line with present Title I authority. Under Title I a local school can provide teachers to a private agency which has a migrant project and this cooperative effort can be funded through the local school's Title I funds. This amendment merely allows local schools to utilize Teacher Corpsmen in the same manner.

Item 4

Comments on the Teacher Corps

I believe that the National Teacher Corps is one of the very best of all the new programs in education. I am constantly observing the fine fruits of this organization.—Jack J. Efurd, Superintendent, Gentry Public Schools, Gentry, Arkansas.

There is no aspect of our society that needs more serious attention than that of education. There is no aspect of education that needs more serious attention than teacher training. There is no aspect of teacher training that needs more attention than the encouragement of young people to enter the teaching profession. The National Teacher Corps is an exciting new attempt to provide the encouragement needed for young people to enter teaching.—William N. McGowan. Executive Secretary, California Association of Secondary School Administrators, Burlingame, California.

For the past four years my principal assignment has been working with and developing projects that have either been funded through Federal or State sources. I have seen many projects in operation, but as far as I am concerned the Teacher Corps stands far in the forefront as an excellent example of a joint partnership between the local school district, the University and the Federal government. The dedication and commitment on the part of the Corps members is truly outstanding. The Corps is a beacon light for those of us who have worked for many years in disadvantaged areas. Don't allow this light to burn out.—Don Hodes, Assistant Superintendent, Enterprise City School District, Compton, California.

Teachers and residents of the Willowbrook School District are requesting additional teams of National Teacher Corpsmen. Their ability to work with teachers, parents and pupils has strengthened the total educational program. We have never witnessed such radical changes in a school district in such a short period of time.—Thurman C. Johnson, Assistant Superintendent, Special Projects, Willowbrook School District, Los Angeles, California.

The program is an excellent one, for it has brought into the field of education people who are very much interested in the educational program for the disadvantaged. In order to really evaluate the success or failure of the program, it should be extended.

I would recommend that the school district be brought in to aid in the program of the interns' university work. There is a need for much closer communication with the university and also to strengthen the role of the team leader.—Robert L. Seaton, Director, Special Projects, Jurupa Unified School District, Riverside, California.

The National Teacher Corps offers an outstanding opportunity to use a full year or more of intensive training or intership for potential teachers. This method of developing creating young people into professional educators to meet one of our country great needs is imperative.

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*The term "private agency" does not refer to private schools.

Unfortunately Colorado does not have a program operating by which direct comparison can be made.—Carl E. Slatt, Director Special Services, Sheridan Public Schools, Fort Logan, Colorado.

My major reason for writing this letter is to suggest that as your program expands you might find members of the Teacher Corps who might be interested in coming to Hartford. When and if this occurs we will cooperate in every way. Perhaps as people leave the Teacher Corps they may be looking for permanent positions. If they are, I hope you will place Hartford on your list, for we will be interested in people who have warmth, concern, and a special love for kids.—Medill Blair, Superintendent of Schools, Hartford, Connecticut.

We believe the National Teacher Corps is serving several needs in education. 1. Many who would not otherwise enter teaching, are enrolled and are getting very fine training. 2. Children are receiving more individual help and direction which is already proving worthwhile in our schools here in Centralia. 3. The use of Corps teachers is causing services to be given to students and teachers which could not be given in the past for lack of personnel. The value is now obvious and Boards of Education will provide some of these services to their schools in the future. 4. By having 21 Corps members in our schools, we have seen orientation and innovation really in operation. This is good, I believe, since we're prone to continue exactly the same year after year. Teachers who hardly knew how to use assistance are definitely expanding their room programs, to the good of the youngsters.—W. E. McAllister, Superintendent, Centralia City Schools, Centralia, Illinois.

The AFT is still keenly interested in the National Teacher Corps and we will do every thing possible to help make the NTC a vital force in American education. * * *

Confusion regarding the purpose of the Teacher Corps has been responsible for much of the opposition to it. Teacher professionalists have feared that poorly trained youngsters trying to teach on enthusiasm alone will be put into positions which should be filled by fully certificated teachers. * * * Other opponents have claimed that the Corps takes teachers out of the classroom instead of putting more teachers to work.

* * * The NTC should not be in the business of supplying "cannon fodder" for the high casualty sectors of the educational wars. Instead, the Corps should be a training ground for highly motivated and specially prepared new teachers who could not only survive but could also succeed in their educational missions. * * * The NTC will begin to inject better prepared additional teachers into the nation's teaching force beginning with the 1968–69 school year, and the job cannot be done in any less time. Teacher Corps graduates can be expected to be more likely to make teaching their career than would teachers who have not had the benefit of such training. Thus teacher turnover would be reduced, and the total number of active teachers would be increased.

Experience has shown that it is wasteful to send beginning teachers with only a term of practice teaching into the schools on a sink-or-swim basis. The National Teacher Corps can perform a function not now being done adequately by our teacher training institutions. Furthermore, this is the proper function of the Corps, a function which fills a great and pressing national need.—Charles Cogen, President, American Federation of Teachers, Chicago, Illinois.

The Citizens Schools Committee voted at its board meeting of January 4 that it "affirm continuation of the National Teacher Corps," and that a committee be appointed to plan procedures toward this end.—Robert J. Ahrens, President, Chicago Citizens Schools Committee, Chicago, Illinois.

As an administrator in charge of two (Teacher Corps) teams functioning in our school district, I am not just a casual observer. The work of the interns has been well accepted by the children and teachers in our schools.

The head-teacher (team leader) constitutes a weak link in the program.—H. T. Peterson, Special Assistant to the Superintendent, Maywood Public Schools, Maywood, Illinois.

Wolfe County School System was denied the N.T.C. for school year 1966–67 because of no housing. We are very sorry, for we need the program badly.—Frank Rose, Superintendent, Wolfe County Schools, Compton, Kentucky.

It is a little program that is making a big difference in our system.—John W. Ambrose, Acting Superintendent, Lexington City Schools, Lexington, Kentucky.

The Teacher Corps has every mark of being an effective and efficient means of solving one of our most serious national problems. It brings the university, the local education agency, the teachers in service, and corpsmen to grips with the

real situation. Things will never be the same once the Corps has been there. We are all growing because of the Teacher Corps.—Sister M. Loyola, Director, Teacher Education, Xavier University, New Orleans, Louisiana.

There are no National Teacher Corps persons in the State of Maine. We had applied, but were refused because none were trained for this area. We feel that the National Teacher Corps could perform a definite service in our system and we hope that the program will be continued so that our children will benefit.—Raymond Brennich, Superintendent of Schools, Madawaska, Maine.

I am priting this letter to you as a general plea for the continuation of the National Teacher Corps established under the Higher Education Act of 1965. As a counselor to students in their senior year of college, I have an excellent opportunity to discuss their career choices with them. As you may realize, a significant portion of them are interested in a teaching career. What may interest you even more is that many of these students want to be able to combine the teaching experience with the more general aspect of social service to the people in underdeveloped and impoverished areas. As the federal programs stand presently, students interested in such a program are forced to go into the Peace Corps.

However, many students feel that in addition to the opportunities provided by the Peace Corps, there are many places in the United States (E.G., Appalachia) which would provide just such an opportunity. At its inception, the National Teacher Corps satisfied the need for this type of program. It combined all the good aspects of the teaching profession with the needs of the impoverished areas in this country. Students were interested in the program when it was organized and, if anything, they are even more interested in it now. I hope that as the year progresses, the need for the continuation of this program will be realized and that it will receive the support from the Congress that it so rightly deserves.—Lawrence F. Stevens, Assistant Director, Office for Graduate and Career Plans, Harvard University, Cambridge, Massachusetts.

Our participation in a program with the National Teacher Corps has provided a new avenue in which we might mutually attack problems inherent in disadvantaged areas.

In the opinion of those of us working closely with these problems, Corpsmen have made a very vital contribution toward making life richer for the children of poverty.

I suggest (1) that during the two-year period, a well structured, formalized practice teaching period be incorporated; and (2) that a much closer working relationship between the local education agency and the participating college be effected.—John E. Deady. Superintendent of Schools, Springfield Public Schools, Springfield, Massachusetts.

We have some great people in our Teacher Corps and I hope to find similar competence in Minneapolis.—John B. Davis, Jr.; Former Superintendent of Schools, Worchester Public Schools, Worchester, Massachusetts; Superintendent of Schools, Minneapolis, Minnesota.

We had the opportunity of having four members of the National Teacher Corps join our staff in September of 1966. We have found their services to be extremely helpful and beneficial to the students with whom they have been working.

The members of our team have a sincere dedication to their work and their contribtuions have been many.

They have worked with children with reading disabilities, offered opportunities in creative dramatics, provided individual help to students in Language Arts, participated in an after school study center, cooperated with Head-Start teachers in creative dramatics, worked with individuals and small groups in elementary science projects and given help to students in creative writing activities.

We have found our Teacher Corpsmembers to be very interested in this program and have devoted many hours over and above that normally expected in helping students they service.

As stated above, their contributions have been many. We are proud to be a part of the National Teacher Corps program and have witnessed the progress children can make under the guidance and influence of people in this program.—Robert E. Bailey, Assistant for Instruction, Oak Park School District, Oak Park, Michigan.

The work of the three Teacher Corps teams in the Pontiac area has been outstanding. As a method of teacher training and community service it is one of the most useful innovations implemented by the federal government.—B. C. VanDoughnett, Director, Community Action Programs, Pontiac School District, Pontiac, Michigan.

I think the N.T.C. is a very fine program and can do lots of good in our schools. It will help train people to go into the teaching profession that are needed so

badly now. The team we have in our county is doing a wonderful job. I hope there will be money appropriated to continue this worthy program.—Carl Loftin, Superintendent, Marion County Schools, Columbia, Mississippi.

The National Teacher Corps is the brightest beam of hope the children on the (Indian) reservation have yet seen. Our remote locale and the low salaries we pay have impeded our attempts to get qualified teachers.—Alfred Gilpin, President of Tribal Council, Member of the School Board, Macy, Nebraska.

The Teacher Corps is one of the most practical ways of training teachers specifically for poverty and under-privileged children that I have encountered. It takes degreed people who desire to serve in this capacity and places them in situations where they get practical experience in methods and further attitude development. The Corps is essential to metropolitan school districts because no other agency is adequately facing this problem in this time of teacher shortage. This work, which supplements the work done at the colleges and universities, must continue if we are to face the problem of educating children in poverty area schools at this time.—Paul J. Turnquist, Assistant Superintendent, Omaha Public Schools, Omaha, Nebraska.

I am most pleased to endorse the concept of the National Teacher Corps. While we have had a number of problems with the program this first year in Trenton, we have been generally pleased with the progress being made. The inner city school today needs assistance from the federal level in many ways, and the National Teacher Corps is a dramatic way of expressing federal concern for our problems. The Teacher Corps team at our Jefferson School is beginning to make a significant contribution. We have recently set up a planning committee in this school to assist this team in learning better ways of meeting the needs of the inner city child and in carrying out a number of innovative programs.

My only suggestion is that there should be more participation in the early stages by the public school personnel before a Teacher Corps team is sent to a community.—Richard T. Beck, Superintendent of Schools, Trenton, New Jersey.

The Teacher Corps team assigned to our school district has been of outstanding help in working with low-income, Spanish-speaking children who are in need of extra help and encouragement in school work. Additionally, we view the Corps as an exceptionally practical way to prepare teachers who have both the techniques and understanding needed to work with such children.

We feel that the team leader's salary is set too high. For example, our team leader is paid more than the principal of the school in which he works. Let me emphasize, however, that the program has been very worthwhile, and that our principal in this situation would not for one moment give up his team because of the compensation factors. It is *my* feeling that he is being dealt with unfairly when he contributes freely so much time and effort on behalf of a group whose leader is being paid more than he is for doing a much smaller job.—James P. Miller, Assistant Superintendent, Gadsden Independent School District, Anthony, New Mexico.

We feel that the Teacher Corps team at Hatch Valley Municipal School, Hatch, New Mexico, is fulfilling the expectations we had in requesting it.

In personal qualities and professional dedication the interns are the kind of prospective teachers we are happy to employ.—M. E. Linton, Superintendent, Hatch Valley Municipal School District #11, Hatch, New Mexico.

I know an arithmetic teacher named Mr. Fenton Strickland, who is a Teacher Corps intern. He is a nice man. I like when he comes to get me to go with him. He never scolds me, so I am good with him. I am good all the time and also I do my homework. He only helps me with the problems. I do all the rest. I hope that I can go to arithmetic with him every day.—Anthony Strickland (no relation), Sixth Grade, School 8, Buffalo, New York.

Numerous Columbia students are inquiring at this office about the National Teacher Corps, but we have been able to give them little current information. They are interested in applying, but when I telephoned headquarters last week they said the future is uncertain.

As far as Columbia University goes, the uncertainty of your future programs is a shame, since National Teacher Corps appeals to many here as a first-class introduction to teaching and service together. There is so much enthusiasm for the program among some of our best students that we would hate to see it founder. With what they could offer the program and what the program could offer them, we hope the kinks get ironed out. Please keep us posted.—Richard M. Gummere, Jr., Director, Career Planning Division, Columbia University, New York, New York.

One of the most encouraging aspects of education today is the interest which both professional teachers and enlightened members of the community are taking in finding better approaches to the solution of our problems. It is only natural, therefore, that we should be interested in the National Teacher Corps and what it is trying to do not only to increase the supply of competent teachers but also to stimulate further improvement in those who are already teaching.—Harry N. Rivlin, Dean of the School of Education, Fordham University, New York, New York.

We have been pleased and impressed with the manner in which the National Teacher Corps program is operating at the present time. Not only are the corpsmen being gradually inducted into the teaching profession, but they have been getting fine training in successful ways in which to teach disadvantaged children. Moreover, they have been rendering valuable community service working directly with children from the schools to which they are assigned. We feel confident that at the end of their training period the corpsmen will develop into outstanding teachers of disadvantaged youth.

We suggest that the program be shortened to consist of an initial preservice summer program, a full school year of internship, and a second summer of course work. At the end of this full calendar year the corpsmen should be ready to take over full-time teaching assignments.—Theodore H. Lang, Deputy Superintendent of Schools, New York City, New York.

I should like to call your attention to the outstanding service the Teacher Corps is performing at our school. Not only are they doing very effective work in their small-group instruction, but they also help out in time of special need or emergency situations. They have been most helpful and cooperative. They have become good teachers and are performing an essential service to the school.—Joseph Strell, Principal, Public School 155, New York, New York.

While it is too early to base support of the National Teacher Corps on actual performance, there is no doubt whatever as to the usefulness and the value of this program. Because of uncertainties over funding, difficulties were encountered in New York City last summer but those teachers who were trained and placed, according to preliminary reports, are living up to the high expectations that accompanied the plan.

NTC can make a tremendous contribution to the improvement of the education and well-being of children in the disadvantaged areas of New York and other large cities and it is our fervent hope that Congress can be brought to understand the importance of this project and to arrange for adequate long-term support.—Frederick C. McLaughlin, Director, Public Education Association, New York, New York.

We have the Teacher Corps in our school system and it is doing a wonderful job for us. Corpsmen are helping the minority groups in our school develop a better self-image of themselves and also their work has improved immensely with the aid of the Corps. We have been able to offer many things for these students which we were unable to do before this time.

I think it has been handled very well this year. The only thing wrong was the delay in funding the program which caused a delay in our plans. However, I realize that it was not your fault in this matter.—Marvin Stokes, Superintendent of Schools, Byng School, Ada, Oklahoma.

The team from the National Teacher Corps that has been working in our school during the 1966–67 school year is doing fine work. Corpsmen have assessed the school situation here well and in most instances have cooperated in an excellent way with our school faculty, students, parents, and other citizens of this community. I feel that it is a very worthwhile program.—A. W. Barrett, Superintendent, Konawa Public Schools, Konawa, Oklahoma.

What we are doing at the college is learning from National Teacher Corps. Oh, we are teaching. We have some very good teachers working with the Corpsmen. No doubt! But more than that, *we are learning*. What Dr. Sorber said about the already visible effects of NTC upon our programming is truer than even he knows. Truer, perhaps than even I know, but I do know that we are even now planning to revise our total undergraduate and graduate teacher education program. The kinds of things we are learning through NTC about involving potential teachers with people in the community—the kinds of things we are learning about involving potential teachers with other teachers in the school in which these potential teachers are working, and with administrators and students in these schools, the kinds of things we are learning about giving these people an opportunity to use their own creative abilities and intelligences instead of constantly telling them precisely what it is that they ought to do so that they can

be made in our mold. It is teaching us what we need to do in teacher education. I think it's very safe to predict that the fringe benefit of the NTC money will be to revitalize teacher education throughout the United States.—Leon Osview, Assistant Dean, College of Education, Temple University, Philadelphia, Pennsylvania.

I can assure you that my staff and I shall lend your our whole-hearted support in your efforts to make the National Teacher Corps a program of excellence.—J. R. Rackley, Superintendent, Department of Public Instruction, Commonwealth of Pennsylvania.

I have had the pleasure of seeing several of our Teacher Corps teams in operation during the past four months.

I have been delighted with their services to the school, and especially their services to the community.

I would very much like to see this program not only continued but expanded greatly because of what it is doing to help disadvantaged children.—Thomas C. Rosica, Director of Federal Programs, Board of Education, The School District of Philadelphia, Pennsylvania.

If the Corps should end tomorrow, the College of Education at Temple would never be the same. We are constantly incorporating the new techniques we've learned with Teacher Corps into the regular curriculum for all education majors.—Dr. Evan Sorber, Assistant Professor of Early Childhood and Elementary Education, Assistant Director, Teacher Corps Project, Temple University, Philadelphia, Pennsylvania.

While the National Teacher Corps has been plagued with a variety of problems, I am one who still stands strongly behind the program. It is a fine beginning toward improved practices of recruiting and training of teaching personnel for schools in our country serving substantial numbers of disadvantaged boys and girls. I still look for this program to change for the better but I think it would be a mistake to stop what we have begun.

You might well borrow the President's phrase which he used shortly after taking office, "Let us continue."—Philip Eby McPherson, Director of Development, Pittsburgh Public Schools, Pittsburgh, Pennsylvania.

The Teacher Corps has been a boon in the Moore Elementary School. Small groups working with the interns have been provided with individualized instruction in art, science and reading. Teachers are delighted with their competence and cooperation.

We hope that this innovative program will continue and that we can secure the services of more interns.—Wheler Matthews, Principal, Moore Elementary School, Sumter School District #17, Sumter, South Carolina.

We are pleased to have a Teacher Corps program in operation in our school district and hope that the program will be continued and, if possible, expanded.—Morgan E. Evans, Superintendent, Galveston Independent School District, Galveston, Texas.

My school was fortunate in being able to secure the services of two teachers from the National Teacher Corps program. These two teachers are working in our elementary schools with children from low income families. Marked improvement, after four months, is noted in the attitudes and learning processes of these children as a result of the work of these two Corps members. My school's finances could not have made possible the services of these teachers except for the Teacher Corps.

I need one more teacher from the Teacher Corps for high school work, especially in the field of choral music and speech.—F. C. Burnett, Superintendent, Fannindel Schools, Ladonia, Texas.

Our school has one Corps teacher. He is working with seven teachers as a trainee which relieves them for a few minutes each day and helps over two hundred students from grades one to six. The Corps makes this possible. Just arrange for more.—John R. Meadows, Superintendent, Simms Common School District #6, Simms, Texas.

Staff members from two school systems where the NTC members are employed have stated that these new employees have enriched their curriculum and express the desire to continue the employment of Corps members.—Rex Smith, State Superintendent of Schools, West Virginia.

The National Teacher Corps as I know it in my district has made a definite contribution to the education of educationally disadvantaged children. An investment in education is certainly not money misused.—Henry A. Ray, Assistant Superintendent, Wayne County Schools, Wayne, West Virginia.

As principal of an inner city elementary school, I have greatly appreciated our Teacher Corps team and their efforts this year. Being able to have greater individualization of instruction, starting community school activities for our children, and enriching the experiences of disadvantaged youth are just a few of the present benefits. The greatest good will be realized when these specially trained personnel become inner city teachers.—Roger M. Jones, Principal, Harfield Elementary School, Racine, Wisconsin.

The Corpsmen come prepared to accept the situation. They have a very realistic approach to teaching, and their work on a one-to-one basis has lessened the demand on the students who are beginning to think of the school in a new light—one of helpfulness. The Corps is very important to this school.—Kenneth Place, Principal, Vieau School, Milwaukee, Wisconsin.

Item 5

More Comments on the Teacher Corps

Our Teacher Corpsmen have made tremendous progress in remedial work and speech therapy. They are providing services in the community that could not have been accomplished through regular school finances.—T. O. Adams, Superintendent, Nemo Vista Public School, Center Ridge, Arkansas.

Our district feels the National Teacher Corps is of great value to our students and to our community as a whole. This group is able to get to the heart of many problems—but better still—they are able to use preventive methods and prevent many things from even becoming problems. Our regular teaching staff have great praise for these people, as do our parents and community leaders.

These programs should always be set up on a two year basis—giving both the school districts and National Teacher Corps a chance for better planning and removing the uncertainty attached.—Arlene M. Bitely, Member, Garvey Board of Education, Monterey Park, California.

Should the Teacher Corps need affirmation of the continuing need for its existence for endorsement of its merit and valuable assistance to local education agencies provided in the first year of operation, please do not hesitate to call on me at any time.—Thomas J. Pollino, Director, Instructional Development, Monterey County, Monterey, California.

The ten corpsmen and the three team leaders currently assigned to our school system are rendering significant educational and community services to the high schools where they are assigned. The principals have expressed their interest in the continuation of the program and their appreciation of the services rendered.

It would be helpful if the administrative and fiscal arrangements could be settled prior to the beginning of the program each year. We realize that there were many exigencies beyond the control of the Teacher Corps staff and that you did the best you could under difficult circumstances.—George F. Ostheimer, General Superintendent, Indianapolis Public Schools, Indianapolis, Indiana.

It is one of the greatest training programs I have ever witnessed because it gives the trainees experiences that they would never have gotten in a normal training program. The Teacher Corps has helped to interrelate the various communities. We have six distinct types who have only these things in common: one parent, distrust and aggressive behavior.

Corpsmen have organized many additional after-school clubs (Corpsmen carry from two to three clubs per week) and taken over the noon lunch program where they have introduced a variety of activities to break the routine of that program.—Robert Wagner, Principal, Heinhold Junior High School, Cincinnati, Ohio.

Lincoln Heights Local School District in Cincinnati should be saturated with Corpsmen.—Dr. William L. Carter, Dean, School of Education, Teacher Corps Program Director, University of Cincinnati.

I wish that I had about 10 more Corps members just like the ones I have. Then I would have the most swinging program in the state.—William Smith, Principal, Patrick Henry Junior High School, Cleveland, Ohio.

The Corpsmen have exhibited "staying power" through very trying circumstances and we hope to keep them in our system.

Let us examine our school and community activities and see if we can broaden these. Let's make sure these interns get a chance to work in every area of a school day and become more involved in the community.—Principals, teachers and Corps team leaders in the Cleveland Public Schools.

We are pleased to be a part of the efforts being made through the Teacher Corps and hope that we shall be able to continue in this outstanding endeavor.

We are thoroughly convinced that it is a practical and effective type of program.—F. H. Gorman, Dean, College of Education, Municipal University of Omaha, Omaha, Nebraska.

The five young people sent to me are exceptional. You have to realize that I had four classrooms from September to Christmas without qualified teachers. I placed Teacher Corpsmen in these schools to help with remedial work in Language Arts, to help with better relationship between the schools and the parents, and they have done a magnificent piece of work.

I am writing to all the Congressmen from this region to help make the Teacher Corps a broader and bigger project because the professional personnel problem is predicted to get much worse. These young people are enthusiastic, prepared, and willing to work with underprivileged children and we are in dire need of their help.—R. A. dela Garza, Superintendent of Schools, Rio Grande City Consolidated Independent School District, Rio Grande City, Texas.

Phyllis Strick, the team leader, is helping me to get ready for my high school equivalency test. I didn't even know I could take a test.—Lydia Gonzales, Ben Bolt, Texas.

Our teachers see these Teacher Corps kids here till 5:30, 6 o'clock . . . They are beginning to get competitive, now nobody runs out when the bell rings, all doing a better job.—Principal, A Chicago Public School.

There is no question, in our minds, that the National Teachers Corps is doing a fine job and will serve a real need in providing qualified teachers of a caliber never before equaled. Keep up the good work—we need more forward-thinking people to get education to those who need it—to get education to them in a way that they will understand.—Charles E. Skidmore, District Superintendent, Santee School District, Santee, California.

They (the Corpsmen) have an entirely different attitude—they are not always right—but they bring us something we need.—Miss Maude Carson, Principal, Jensen School, Chicago, Illinois.

One Assistant Principal bluntly said, "I really don't know how we would have survived this year without the National Teacher Corps. They have really helped us out, especially in problem cases. When problems get tough I frequently go to them (the Teacher Corps) for help."—Assistant Principal, Northern High School, Detroit, Michigan.

The National Teacher Corps at New York University has provided the School of Education with unusual opportunities to attempt innovations in its teacher education programs. It has also enabled us to develop viable ways of improving our working relationships with local education agencies to make the teaching experiences of our students more meaningful.—Daniel E. Griffith, Dean of School of Education, New York University, New York, New York.

The Corpsmembers have been most useful in implementing school curricula designed especially for the culturally deprived pupils in Dade County.—Terrence T. O'Connor, Ph.D., Director of Inservice Education, Dade County Public Schools, Miami, Florida.

In summary, I should like to re-emphasize the fact that I endorse the program on the ground that it is valuable to the interns, to the community, to the school system, and most particularly to those individual students who have profited not only academically, but socially in having their opinions of themselves altered.—Mabel E. Ray, Supervisor of Elementary Education, Worcester, Massachusetts.

Basically, Teacher Corps is a good idea and can render a great service in areas similar to ours. We are in the lower part of the Appalachian Area and some might think of this area as not applicable as West Virginia and other places further North. This small mountain county has a high percentage of drop-outs. The folks are in what might be thought of as a cut-off area far from any cities, and many have not gone out of the county. We're trying to help the situation.

The 1960 Census shows that 39% of our pupils come from homes with less than $2,000 income. Our recent survey shows this same condition with income rate at $2,500. Inflation and higher costs put these folk in about the same condition.

In the Western part of Macon County, over a mountain about 3,400 feet, roads impassable in winter; at least not safe for bus travel, and 30 miles away; we have Nantahala School where the percentages of deprived is 55%. We'd like to get a Teacher Corps team next year that would work there and in the Cowee School which is closer but has the need. A team that could go live with these folk could, in our opinion do a lot of good.

Give me some idea of the prospects. We have not made any effort through Western Carolina College which directs our present team, but would like to

begin some plans. What encouragement can Teacher Corps give us.—Berry Floyd, Administrative Assistant, Macon County Schools, Franklin, North Carolina.

We feel this program has been very beneficial for our school and community. We hope that this program can continue in our community.—PTA President, Willard School.

Be it resolved that Title V–B of the Higher Education Act of 1965 created a National Teacher Corps and whereas the National Teacher Corps is helping to revitalize education in low income areas by providing financial incentives for local school districts to hire teaching personnel and whereas the authorization for the Teacher Corps expires June 30, 1967 and whereas the Teacher Corps has been hampered by a meager appropriation of only $7.5 million dollars during fiscal year 1967 and whereas President Johnson has requested legislation to strengthen and expand the National Teacher Corps, therefore be it resolved that the Young Democratic Clubs of America urge Congress to renew the authorization of the National Teachers Corps and to make substantial increases in its appropriation.—Adopted by the National Committee of the Young Democrats, Salt Lake City, Utah.

In spite of the complications which we encountered here at the University of Wisconsin-Milwaukee in the initiation of our program and its funding, we have been delighted to be associated with this important project. Of particular significance, in my judgment, has been the opportunity which our Teacher Corps program has provided for close University-Public School System cooperation. Our present program includes interns working in both the Milwaukee Public Schools and the Racine Public Schools. The program has provided a means by which a number of our faculty members could work closely with representatives of the public schools in a common effort to improve the education of boys and girls. In the case of the Milwaukee Public Schools such cooperation has developed to a point where the director of our program is on a joint appointment with the Public Schools. Further, a key member of the Public School staff, recently retired, has joined our staff and has greatly facilitated the relationships between School System and University.

Another important contribution of the Teacher Corps program can be found in its emphasis on the designing of teacher education programs to meet local school needs. Rather than detaching preparation programs from the realty of school and community as is too often the case at many institutions, this program has emphasized efforts to build in prospective teachers a sensitivity to community problems and school needs and to design their training programs to effectively meet those problems and needs.

Much more could be said in support of the Teacher Corps program but let me simply conclude with reaffirmation of our enthusiasm for the program and our sincere hope that it will be continued and expanded in the years ahead. If there are ways in which this office can be of assistance to you in support of the National Teacher Corps please feel free to call upon us.—George W. Denemark, Dean, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin.

The Teacher Corps is the best thing that ever happened to our school. Every day it is a delight to be with them. What's going on here inspires me to want to do more.—Isaiah Goodrich, Principal, Ford Road School, Memphis, Tennessee.

They (Corpsmen) are a godsend. We have always wanted to devote more time to the individual problems of our children. We can do it now through the Teacher Corps team. I just wish we had more of them.—A classroom teacher, Ford Road School, Memphis, Tennessee.

In the process of learning and of watching these young interns learn, we are all undergoing a creative process. We older teachers learn from the interns by seeing in a fresh light the relationship between teacher and child . . . The hardest thing to put over to young teachers is the need to be patient—with both the children and his profession. At the same time that we stress this, we try to be careful not to destroy the creative spirit or sense of urgency and need for accomplishment. I think these interns are well balanced in their perceptions about teaching.—Mrs. Bertha Johnson, Teacher Corps Team Leader, Ford Road School, Memphis, Tennessee.

The Teacher Corps program which you direct has, I feel, tremendous growth potential, and I am, indeed, very much interested in doing whatever I can to help you achieve its goal of excellence.—John M. Hyams, Division of Compensatory Education, ESEA, Title I, Harrisburg, Pennsylvania.

We feel that the National Teacher Corps is a highly successful program and that it will be a great help in alleviating the teacher shortage.—C. R. Dale, Assistant Superintendent, Haywood County Schools, Waynesville, North Carolina.

Item 6

STILL MORE COMMENTS ON THE TEACHER CORPS

I am writing to you in the hope that the program is to be a continuing one, for it has indeed been successful thus far at Roger Williams. The services rendered by the interns, under the direction and guidance of Miss Fee, have been of inestimable value to the students, the faculty, and to me personally, and I should be disappointed to lose such fine and innovative, educational assistance.—Donald W. Oliver, Principal, Roger Williams Junior High School, Providence, Rhode Island.

I am a strong supporter of the principles of the National Teacher Corps and I would like to see it expanded.

This is the kind of work which many veterans of the Peace Corps, having completed their work with that organization, may well be willing to tackle.

While we shall have to move cautiously and check as we go along, I believe the NTC program is going to show that its benefits are well worth the millions of dollars to be spent.—William G. Saltonstall, Chairman, State Board of Education, Massachusetts.

We have had some adjustments to make, of course, but I think the overall program is very good, the idea behind it very good. We are certainly going to ask for more units again next year.—Dr. J. M. Hanks, Superintendent, Ysleta Independent School District, El Paso, Texas.

This is one of our finest programs. But we could not have attempted it without the help of the Corpsmen, for we lacked the personnel and local finances that were necessary.

We are very definitely going to make fine teachers out of the interns and we think we are going to be able to keep them all in Laurel when they are through with the Teacher Corps.—Mr. J. M. Caughman, Superintendent, Laurel Municipal Separate School District, Laurel, Mississippi.

We hope the program will be financed and financed well. For it is one of the better programs that we have. Many others don't measure up to Teacher Corps. It was handled through the proper educational channels and there was never any confusion as to its objectives. It had its stops and starts and its bad days, but throughout it was a program to give an educational boost to kids who really need it.

We started with good people and they have gotten good instructions from Memphis State University. And in the schools they have gotten close supervision from their team leaders, cooperating teachers and from the principals. And as a result of all this, we are going to produce a group of superior teachers.—Mr. Walter S. Carter, Jr., Superintendent, DeSoto County Schools, Hernando, Mississippi.

If anything should happen to the Teacher Corps we would be willing to hire every one of the interns as regular teachers. They are wonderful people.

Some of the principals were a little leery in the beginning. But in recent meetings with them I've noticed that every principal with a team in his building now wants them back next year . . . either as interns or as regular faculty members. And the principals that haven't had them yet tell me that they want a team for next year.—Dr. Sam L. Spinks, Superintendent, Hattiesburg Municipal Separate School District, Hattiesburg, Mississippi.

The Teacher Corps has been an effective training ground for teachers (interns) in the Hood River School District. The interns have been cooperative and intensely interested in inproving their skills as teachers and working for the benefit of youth.—Jack C. Jensen, Project Coordinator, Hood River County School District Number 1–R, Hood River, Oregon.

As a grateful principal, I feel that the National Teacher Corps represents some of the most economically sound, best-spent dollars aimed at helping urban-centered children.—Elliot G. Jacoby, Principal, Pratt-Arnold Elementary School, Philadelphia, Pennsylvania.

These young teachers are getting more experience than the average starting teacher gets. This assignment is good for them because they can get acquainted with different grade levels and with the ways of doing things in the classroom and around the school before becoming full-time teachers.—John J. Anthony, Principal, Aog Elementary School, El Paso, Texas.

They've got zeal! I'd give every drop of blood I've sweated over this project again if I had to get the people to work with our kids.—Thomas J. Pollino, Curriculum Director, Salinas Intermediate Education District, Salinas, California.

At first, I was very much concerned that the teachers assigned would be misfits and castoffs from other school systems. I have found this not to be the case. They take their work seriously and actually have been an immense help to our educational program. They spend time, even beyond the required hours, trying to help these children raise their educational and social levels.

I wish we could double the number of teachers that had been assigned to us.—Gene C. Farley, Superintendent, Hopkinsville School District, Hopkinsville, Kentucky.

It is our impression, and that of visitors from school systems throughout our state, that as a result of National Teacher Corps aid, the children are far more responsive, more verbal and also more responsible. We believe specifically, that the functional intelligence level of the preprimary group may well be raised over a three year period, by an average of 20 IQ points, to a level equal to the national average.

We unequivocally endorse this program and request that the number of persons assigned to Sumter be tripled.—Dr. L. C. McArthur, Jr., Superintendent, Sumter School District #17, Sumter, South Carolina.

In summary, I should like to re-emphasize the fact that I endorse the program on the ground that it is valuable to the interns, to the community, to the school system, and most particularly to those individual students who have profited not only academically, but socially in having their opinions of themselves altered.—Mabel K. Ray, Supervisor of Elementary Education, Worcester, Massachusetts.

We in the Boston public schools are hoping that the present efforts of the Johnson Administration to expand the National Teacher Corps program will make it possible to carry out the original goals in this legislation.—William H. Ohrenberger, Superintendent, Boston School System.

We all share the feeling that the Congress can be persuaded to act favorably on the President's request that the limited Teacher Corps resources currently available be augmented to the extent that we can enlarge and improve upon our current operation.—Alfred Russo, Coordinator, Department of Public Schools, Providence, Rhode Island.

"For some people," said a friend of the Corps, "going into an area like that is like going to Nigeria. They have the Peace Corps spirit, and the Teachers Corps gives them a chance to play the national game of helping people."

The hope is that Congress will allow many more players.—Mary McGrory, Syndicated Newspaper Columnist.

At these prices, it remains the best bargain in the federal education program.—*Life* Editorial, March 17, 1967.

We have an NTC (National Teacher Corps) organization which I appreciated because I know this is being done in order to better my school and its surrounding conditions. This organization has helped to promote a small newspaper, which will be known as the Crusader (our school symbol) to be published in February and another in May.

The NTC is really a great organization and we the members of Andrew J. Bell would like to have more interns like this in our school.—Pamela Ann Dickerson, 9th Grade Student, Andrew J. Bell Junior High School, New Orleans, Louisiana.

We are so happy with these young people from the Teacher Corps. They are really taking charge of problems we have been unable to do a thing about before they came.—T. O. Adams, Principal, Center Ridge School, Center Ridge, Arkansas.

We, of the New York City Board of Education, have been greatly impressed both with the quality of the training they are receiving and with the effectiveness of their work. We are most anxious that this National Teacher Corps program be continued for the coming school year and urge that you support Congressional action which will provide the necessary funds.—Bernard E. Donovan, Superintendent of Schools, Board of Education, City of New York.

Because the Corps members are selected from those who had not previously prepared for teaching, they represent an additional to the number of highly qualified teachers. At the same time, their academic programs are developed specifically for teaching disadvantaged children, and have proven to be an important means in improving teacher education.—"Memogram", National Congress of Parents and Teachers.

The Bureau of Indian Affairs strongly endorses the work of the Teacher Corps. On the Omaha Indian Reservation at Macy, Nebraska the Corps members have demonstrated the sensitivity, the commitment and the teaching ability that

Indian children deserve and must receive, if they are to have an equal opportunity in America.—Commissioner Robert L. Bennett, Bureau of Indian Affairs.

The Teacher Corps program provides an excellent proving ground for what can become a regular Master of Arts in Teaching program. The two-year Corps program is unique in providing extensive opportunity for community involvement of the interns while they are actually involved in teaching/learning activities in the schools. This part of the program is based on the assumption that the teacher must get into the community in order to understand the culture of poverty.

Interns have influenced classroom teachers to change their attitudes toward disadvantaged children and to try new, less text-book oriented techniques. Interns are being recognized and accepted by parent and community groups as individuals sincerely concerned with understanding and improving their condition of life.—Caryl G. Hedden, Director, National Teacher Corps Center, State University College, Buffalo, New York.

The Teacher Corps is a better way of training teachers than most present programs at colleges and universities. These programs have not been preparing teachers to meet the needs of low-income children. Consequently the teachers who come out of such programs often do not know how to reach the youngsters who most desperately need help.

We have been pleased with our Corpsmen because their internship in the school focuses on the needs of children. Daily contact with children molds the idealism of the Corpsmen into realistic channels of service. I want to emphasize this realism. It is important.—Willard Fletcher, Director of Elementary Education, Portland Public Schools, Portland, Oregon.

The inner city school today needs assistance from the federal level in many ways, and the National Teacher Corps is a dramatic way of expressing federal concern for our problems. The Teacher Corps team at our Jefferson School is beginning to make a significant contribution. We have recently set up a planning commitee in this school to assist this team in learning better ways of meeting the needs of the inner city child and in carrying out a number of innovative programs.

My only suggestion is that there should be more participation in the early stages by the public school personnel before a Teacher Corps team is sent to a community.—Richard T. Beck, Superintendent of Schools, Trenton, New Jersey.

I must admit that I had some reservation regarding the effectiveness of a National Teacher Corps. . . . However, my apprehensions proved to be groundless, and the Teacher Corps team, under the capable direction of its team leader, has proven to be a valuable asset to the school and to its instructional program.—John Schertzl, Principal, Wells Street Junior High School, Milwaukee, Wisconsin.

We have seen positive results educationally for many children because of the individual help the team has provided.—Roger M. Jones, Principal, Garfield School, Racine, Wisconsin.

It is my sincere hope that the National Teacher Corps program will be continued in our school during the coming terms. It is my feeling that the efforts put forth by the members of the team in working with these children who have availed themselves of their assistance will be felt more and more as the program continues.—Joseph Leonelli, Principal, Oliver Hazard Perry Junior High School, Providence, Rhode Island.

The Teacher Corps is the shining light. I'm committed to it 100 per cent. (Corpsmen's) Idealism has been rekindled in us old cynics. They're so committed they have recommitted some of us. How do you that?—Donald Hodes, Assistant Supertindent, Enterprise City School District, Compton, California.

Since the Corps has only been operating for such a short time, there is no doubt in my mind that its full potential has hardly begun to be realized despite the mark already being made on the education of the children here.—Martin Kesselman, Principal, William McIntyre School, Philadelphia, Pennsylvania.

All of us are having difficulty keeping the most able, the most competent teachers within the target areas of deprivation. Requests for transfers out of those areas is, in our district, four or five times the numbers who request tranfers in. In fact, it is hard to get people to go into those areas. So there is a need for stimulating the preparation of people with those understandings, attitudes, human relations, to go into those schools. I think the Teacher Corps does strike at a very specific need of the schools in deprived areas.—Dr. Ralph Dailard, Superintendent, San Diego School, San Diego, California.

Our Teacher Corps people spark up the regular staff.—Mr. Chalmer, Principal, P.S. 33, Buffalo, New York.

They bring life to us all.—Miss Williams, Principal, P.S. 32, Buffalo, New York.

Item 7

SOUTHERN SCHOOLMEN COMMENT ON THE NATIONAL TEACHER CORPS

The Teacher Corps has rendered a tremendously valuable service in the Atlanta Public Schools. I am more convinced every day that "business as usual" will not solve the extremely difficulty educational problems involved in teaching culturally deprived children. The Teacher Corps offers a resource that can be utilized as local school systems feel most appropriate and profitable in solving these most complex problems.—Dr. John Letson, Superintendent, Atlanta Public Schools.

The National Teacher Corps has been most successful and helpful to this school system. We have complete control of the program from the selection of personnel to defining and assigning duties and responsibilities.

The values of such a program are many but I would like to mention some of the outstanding ones. First—providing additional teaching personnel to a regular faculty which in turn gives more individual help to children in disadvantaged areas: second—providing a teacher-training, on-the-job program to better train young teacher interns to work with children who are in need of more than just regular school help; third—the additional services to the schools that the seventeen NTC members have provided are too numerous to mention, but these range from providing leadership in establishing a new reading program to teaching music, and art and working with parents in a counseling situation where parents and students are involved in seeking better solutions to problems.

Every principal in our twelve elementary school has requested an NTC for next school session.—Dr. Sam Spinks, Supertindent, Hattiesburg Public Schools, Hattiesburg, Mississippi.

This is one of our finest programs. But we could not have attempted it without the help of the Corpsmen, for we lacked the personnel and local finances that were necessary.

We are very definitely going to make fine teachers out of the interns and we think we are going to be able to keep them all in Laurel when they are through with the Teacher Corps.—Mr. J. M. Caughman, Superintendent, Laurel Municipal Separate School District, Laurel, Mississippi.

The Teacher Corps has been a boon in the Moore Elementary School. Small groups working with the interns have been provided with individualized instruction in art, science and reading. Teachers are delighted with their competence and cooperation.

We hope that this innovative program will continue and that we can secure the services of more interns.—Wheler Matthews, Principal, Moore Elementary School, Sumter School District #17, Sumter, South Carolina.

My school was fortunate in being able to secure the services of two teachers from the National Teacher Corps program. These two teachers are working in our elementary schools with children from low income families. Marked improvement, after four months, is noted in the attitudes and learning processes of these children as a result of the work of these two Corps members. My school's finances could not have made possible the services of these teachers except for the Teacher Corps.

I need one more teacher from the Teacher Corps for high school work, especially in the field of choral music and speech.—F. C. Burnett, Superintendent, Fanninndel Schools, Ladonia, Texas.

It is our impression, and that of visitors from school systems throughout our state, that as a result of National Teacher Corps aid, the children are far more responsive, more verbal and also more responsible. We believe specifically, that the functional intelligence level of the preprimary group may well be raised over a three year period, by an average of 20 IQ points, to a level equal to the national average.

We unequivocally endorse this program and request that the number of persons assigned to Sumter be tripled.—Dr. L. C. McArthur, Jr., Superintendent, Sumter School District #17, Sumter, South Carolina.

I only have one fear with regard to the young interns of the Teacher Corps * * * that with their energy and talent and their special training they will soon

leave the classroom. Some school system will try to make administrators out of them. And they are need so desparately in the classroom.—Cleaophus Allgood, Principal, Dorsey Junior High School, Miami, Florida.

We hope that the Teacher Corps program will be financed * * * and financed well, for it is one of the better programs that we have. Many others don't measure up to the Teacher Corps. It was handled through the proper educational channels and there was never any confusion as to its objectives. It had its stops and starts and its bad days, but throughout, it was a program to give an educational boost to kids who really need it.

We started with good people and they have gotten good instruction from Memphis State University. And in the schools they have gotten close supervision from their team leaders, cooperating teachers and from the principals. As a result of all of this, we are going to produce a group of truly superior teachers.—Mr. Walter S. Carter, Jr., Superintendent, DeSoto County Schools, Hernando, Mississippi.

Our Teacher Corpsmen have made tremendous progress in remedial work and speech therapy. They are providing services in the community that could not have been accomplished through regular school finances.—T. O. Adams, Superintendent, Nemo Vista Public School, Center Ridge, Arkansas.

The Teacher Corps is the best thing that ever happened to our school. Every day it is a delight to be with them. What's going on here inspires me to want to do more.—Isaiah Goodrich, Principal, Ford Road School, Memphis, Tennessee.

I believe that the National Teacher Corps is one of the very best of all the new programs in education. I am constantly observing the fine fruits of this organization.—Jack J. Efurd, Superintendent, Gentry Public Schools, Gentry, Arkansas.

Wolfe County School System was denied the NTC for school year 1966–67 because of no housing. We are very sorry, for we need the program badly.—Frank Rose, Superintendent, Wolfe County Schools, Compton, Kentucky.

It is a little program that is making a big difference in our system.—John W. Ambrose, Acting Superintendent, Lexington City Schools, Lexington, Kentucky.

The Teacher Corps has every mark of being an effective and efficient means of solving one of our most serious national problems. It brings the university, the local education agency, the teachers in service, and Corpsmen to grips with the *real* situation. Things will never be the same once the Corps has been there. We are all growing because of the Teacher Corps.—Sister M. Loyola, Director, Teacher Education, Xavier University, New Orleans, Louisiana.

I think the NTC is a very fine program and can do lots of good in our schools. It will help train people to go into the teaching profession that are needed so badly now. The team we have in our county is doing a wonderful job. I hope there will be money appropriated to continue this worthy program.—Carl Loftin, Superintendent, Marion County Schools, Columbia, Mississippi.

We have the Teacher Corps in our school system and it is doing a wonderful job for us. Corpsmen are helping the minority groups in our school develop a better self-image of themselves and also their work has improved immensely with the aid of the Corps. We have been able to offer many things for these students which we were unable to do before this time.

I think it has been handled very well this year. The only thing wrong was the delay in funding the program which caused a delay in our plans. However, I realize that it was not your fault in this matter.—Marvin Stokes, Superintendent of Schools, Byng School, Ada, Oklahoma.

The team from the National Teacher Corps that has been working in our school during the 1966–67 school year is doing fine work. Corpsmen have assessed the school situation here well and in most instances have cooperated in an excellent way with our school faculty, students, parents, and other citizens of this community. I feel that it is a very worthwhile program.—A. W. Barrett, Superintendent, Konawa Public Schools, Konawa, Oklahoma.

We feel that the National Teacher Corps is a highly successful program and that it will be a great help in alleviating the teacher shortage.—C. R. Dale, Assistant Superintendent, Haywood County Schools, Waynesville, North Carolina.

In the Western part of Macon County, over a mountain about 3,400 feet, roads impassable in winter; at least not safe for bus travel, and 30 miles away; we have Nantahala School where the percentages of deprived is 55%. We'd like to get a Teacher Corps team next year that would work there and in the Cowee School which is closer but has the need. A team that could go live with these folk could, in our opinion do a lot of good.

Give me some idea of the prospects. We have not made any effort through Western Carolina College which directs our present team, but would like to begin some plans. What encouragement can Teacher Corps give us.—Berry Floyd, Administrative Assistant, Macon County Schools, Franklin, North Carolina.

Mr. SULLIVAN. In reference to this question I will refer to just three brief sentences in reference to the question just raised, the Teachers Corps stands actually, and this is true, as the only nationwide effort specifically designed to prepare and attract men and women for highly skilled professional performance in serving disadvantaged children in both urban an rural schools. From its inception, the Teachers Corps has appealed to men and women who conscientiously desire to teach youngsters for whom education has often missed the mark. This is part of the strength of the Teachers Corps. Thus, through this more important characteristic of national improvement, the Teachers Corps does fill a need which cannot be met in other ways.

The fact is that schools in poor areas face the almost impossible task of attracting and retaining good teaching staff. As teachers originally assigned to schools in disadvantaged areas acquire seniority, they all too often transfer to other schools with better working conditions.

Now the Teachers Corps has actually recruited such dedicated people that a recent National Education Association survey pointed out 81 percent of the volunteers planned to continue teaching children in poverty schools. This is in contrast to the desires of the regular teacher.

Now, next, I had some figures here that both Senator Nelson and Senator Kennedy referred to, and so I will pass that up.

Actually, in addition to the summer training, the orientation program which these teachers have, during the school year they spend part of every week working in the schools, elementary or secondary and part at a nearby university working toward their master's degree.

The team leaders—Senator Kennedy, the testimony will be entered in the record and I am simply hitting a few of the highlights.

Senator KENNEDY of New York (presiding pro tempore). That will be fine.

Mr. SULLIVAN. I was referring to the nature of the program where these young people are in training during the summer, and then they both work and go on to the university or college for their degree, their master's degree, as their ultimate goal.

The team leaders represent a different facet of the Corps. For the most part, they were nominated for the Corps by their principals and superintendents because they were the most talented teachers in their own schools. They are certified, usually have a master's degree, and have taught in slum schools for about 5 years. And again here among the school system, just getting some for the record here, the school systems that have requested Teachers Corps programs are 20 of the Nation's 25 largest cities, New York, Chicago, Detroit, Houston, New Orleans, Cleveland, San Diego, Buffalo, Memphis, and others. Corps members are also teaching in the rural schools of Appalachia and the Ozarks, and in the Spanish-speaking communities of Florida, California, and the Southwest. They are working with the children of migrant laborers, Indians, and Spanish-American immigrants. Seventy percent of the teams are engaged in preschool and elementary school projects; the remainder deals with secondary school children.

Again this is somewhat repetitive, but one of the strengths of the Teachers Corps program is that it is generating new insights into

teacher preparation. It is not only the task of the fine work they are doing with the workers, but it is actually affecting the total teacher education program in recognizing that there need to be some new approaches to meet the special needs of these kinds of youngsters.

Again, Senator Kennedy and Senator Nelson referred to some of the statements made by the National Advisory Council.

There is just one other that I have in my testimony that I want to refer to at the moment, where they stated:

> Of the 11 universities visited, six had modified their courses to include some special material on the education of disadvantaged children. Ten were reported as having the enthusiastic support of the university faculties associated with them for the training programs.

Again evidence that this is having an impact on the total teacher training program is in the institutions where the Teachers Corps is involved.

I have touched on some of the educational reasons which I believe make the Teachers Corps at the present a unique program worthy of expansion. We are proposing, in addition, a number of amendments—based on practical experience—which we believe will strengthen the program in the future, and one of the amendments that we will refer to in the testimony has to do with the stipend that we will probably want to discuss that during the question period.

Also an amendment, we think it appropriate that the Teachers Corps program be placed in title I of the Elementary and Secondary Education Act. The Teachers Corps was enacted with the mandate to supplement teaching staffs in poverty schools and to train new teachers, new kinds of teachers, for the disadvantaged. Only schools having concentrations of children from low-income families are eligible for Teachers Corps projects. In this respect the Teachers Corps is directed to the same schools as in title I, and for this reason we believe that it should be in the title I program.

I have referred already to the second amendment having to do with stipends.

Then, the third amendment is to reinforce the tradition of local control, to give the local school district the decisionmaking process to a greater extent than we do now in terms of selection of staff and operation of program.

Fourth, we have proposed amendments to allow Teachers Corps members to serve wherever they are needed. At present, Teachers Corps teams can only serve in schools administered by local educational agencies. The amendments would permit Teachers Corps members to be assigned to migrant groups, and to schools operated by the Bureau of Indian Affairs.

Fifth, we have requested authority to allow the Commissioner of Education to accept gifts on behalf of the Teachers Corps, in the same way that the Peace Corps and VISTA are authorized to accept gifts.

Finally, we are asking that the program be extended 3 years with a tripling of the program next school year, and this amendment is highly important if we are going to give continuity of the program and give security to those who are participating in it.

Finally, in my testimony there is a statement by Meredith Wilson, chairman of the Advisory Council which I think sums this up well, and I quote:

The National Teachers Corps is too badly needed and too promising to be either discontinued or treated as a temporary stopgap. Of all present investments of public effort, few are likely to yield so large a return.

Mr. Chairman, that concludes my testimony. I do have on my right Mr. Dick Graham, with your permission, we would like to have him add some additional statements.

(The prepared statement of Mr. Sullivan follows:)

PREPARED STATEMENT OF J. GRAHAM SULLIVAN, DEPUTY COMMISSIONER, OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and Members of the Subcommittee, we have before us legislation affecting the continuation of the Teacher Corps and amendments to P.L. 874, Federal Assistance to Federally Affected Areas. I will ask Mr. B. Alden Lillywhite to discuss the latter, particularly, the specifics of the amendments with you. It is to the Teacher Corps that I wish to address the bulk of my remarks. Richard Graham, the Director of the Teacher Corps is also here with me to help answer any questions you may have on the details of program operation. He will also make a separate statement with your permission.

As contained in S. 1125, the Teacher Corps program would become part of Title I of the Elementary and Secondary Education Act of 1965. We have proposed inclusion of the entire Teacher Corps authorization in this title because we think that the Corps has proven itself a significant part of the Nation's arsenal in the war against illiteracy and educational deprivation, a war in which Title I is a major weapon.

Last fall, during the early weeks of the school year, the Nation faced with an unprecedented shortage of almost 170,000 qualified teachers. Some of our major cities were short as many as 2,000 teachers on the opening day of school. As expected, these teacher shortages were most acute in the urban slums and depressed rural areas. In the elementary schools of Philadelphia's ghettos, the teacher vacancy rate was approximately 20 percent or almost twice as high as the vacancy rates of other schools in the district. Moreover, it has been concluded through various reports and studies that simply filling such teacher vacancies will not solve the problems of education in ghetto schools. The January report of the National Advisory Council on the Education of Disadvantaged Children stressed the need for—

(1) Adapting academic content to the special problems of the disadvantaged child.

(2) Improving and expanding inservice training of teachers.

(3) Involving parents and the community-at-large in school programs.

These fundamental points are embodied in the Teacher Corps training program which combines the following elements:

Graduate training aimed at preparing teacher-interns to develop academic materials and techniques relevant to the deprived students;

Supplementary teacher-related responsibilities, in public school classrooms which constitute an unprecedented two-year inservice training period;

Community participation through which the intern not only becomes familiar with the sociology of poverty, but also becomes intimately acquainted with the community in which he is serving.

The Teacher Corps stands as the only nationwide effort specifically designed to attract and prepare men and women for highly skilled professional performance in serving disadvantaged children in our urban and rural schools.

From its inception, the Teacher Corps has appealed to men and women who conscientiously desire to teach youngsters for whom education has often missed the mark. Through the vehicle of nationwide recruiting, it has been possible for the Teacher Corps to attract recent college graduates who would never have been reached through local recruitment efforts alone—men and women who have become committed to developing a skill in teaching disadvantaged children. It has evoked the pride of experienced teacher-volunteers who specifically sought the children. It has evoked the pride of experienced teacher-volunteers who specifically sought the challenge of this difficult task most people shun. In fact, the number of high quality applicants for the Teacher Corps exceeded authorized positions by more than 8 to 1. Ten thousand applicants sought the job of helping raise the educational level of disadvantaged children.

Although we are doing much through Title I of the Elementary and Secondary Education Act to assist local school districts in supporting teacher specialists and

aides and enriched remedial classes, the Teacher Corps is a necessary complement to that program. It taps a vast reservoir of talent from all over the country to be channeled to the areas of greatest need. The fact is that schools in poor areas face the almost impossible task of attracting and retaining good teaching staff. As teachers originally assigned to schools in disadvantaged areas acquire seniority, they all too often transfer to other schools with better working conditions and a student body easier to teach. The Teacher Corps through its nationwide recruitment of college graduates commits teacher-interns to at least 2 years of service in schools with 50 percent or better of the student population coming from low-income families. In fact, the Teacher Corps has recruited such dedicated people that a recent National Education Association survey pointed out 81 percent of the volunteers planned to continue teaching children in poverty schools. After recruiting this raw talent, the Teacher Corps in cooperation with State educational agencies and universities made arrangements for preservice training. The experienced teacher volunteers worked alongside the college graduates in developing and refining their knowledge of how to reach and teach the poor child.

When preservice training was completed, 277 teams under the continued guidance of 268 team leaders were ready for action in the field.

During the past school year, these Teacher Corps members have been at work in 275 schools in 111 school districts located in 29 States, the District of Columbia and Puerto Rico. Each team has served only at the request of a local school system. Nine hundred and forty-five of the members are teacher-interns receiving advanced training at 50 colleges and universities. They spend part of every week working in an elementary or secondary school and part at a nearby university working toward their Master's degree. The interns come from a wide variety of background—some volunteered immediately after completing college—others worked for a few years first. They include Peace Corps Volunteers, secretaries, VISTA workers, writers, artists, and others. More than 75 percent majored in subject fields other than education.

The team leaders represent a different facet of the Corps. For the most part, they were nominated for the Corps by their principals and superintendents because they were the most talented teachers in their own schools. They are certified, usually have a Master's degree, and have taught in slum schools for about 5 years. The responsibility for the Corps' steady progress depends on them. The team leaders' classrooms are often used as learning laboratories for interns and for any regular teachers who wish to observe. They supervise three to ten teacher-interns. During both preservice and inservice training it is their job to share the lessons they have learned from previous years of teaching youngsters from deprived areas.

Among the school systems that requested Teacher Corps teams are 20 of the Nation's 25 largest cities: New York, Chicago, Detroit, Houston, New Orleans, Cleveland, San Diego, Buffalo, Memphis, and others. Corps members are also teaching in the rural schools of Appalachia and the Ozarks, and in the Spanish-speaking communities of Florida, California, and the Southwest. They are working with the children of migrant laborers, Indians, and Spanish-American immigrants. Seventy percent of the teams are engaged in preschool and elementary school projects; the remainder deals with secondary school children.

The Teacher Corps is this country's first, full-scale teacher internship program. The two-year combined preservice and inservice program incorporates year round academic instruction with practical classroom experience. It develops a competency and interest on the part of trainees which gives them the incentive to continue teaching and reinforces the conviction that the disadvantaged can be educated.

The Teacher Corps program is also generating new insights into teacher preparation. The most recent report of the National Advisory Council on the Education of the Disadvantaged dated April 20, stated that—

"Of the 11 universities visited, 6 had modified their courses to include some special material on the education of disadvantaged children. Ten were reported as having the enthusiastic support of the university faculties associated with them for the training programs."

The report also stated: "The practical experience of Corpsmembers is providing useful substance for the university seminars and is having a beneficial effect on other courses."

These changes have been brought about because colleges and universities are introducing into the regular teacher education programs promising innovations learned in the Teacher Corps training centers.

Concerning these training programs, let me again quote from the Advisory Council Report:

"The National Teacher Corps has proved itself a useful weapon in the attack on the disadvantages under which all too many American children labor. The direct effect on the children with whom the Corpsmembers work would be justification enough to continue that work. But the Corps will quite clearly have other effects as well. The most significant of these may very well be its influence on the capacity of the educational systems of the universities to reach those children who have been most grievously neglected."

Let me emphasize that the distinctive characteristic of the Teacher Corps is that the training programs are diverse and are developed along with service aspects so as to be truly responsive to local needs. The resources of the community and the particular needs of its schools are brought to bear on the kinds of teacher training programs which the Corpsmembers are receiving.

I have touched on some of the educational reasons which I believe make the Teacher Corps at present a unique program worthy of expansion. We are proposing, in addition, a number of amendments—based on practical experience—which we believe will strengthen the program in the future.

First, we think it appropriate that the Teacher Corps program be placed in title I of the Elementary and Secondary Education Act. The Teacher Corps was enacted with the mandate to supplement teaching staffs in poverty schools and to train new teachers for the disadvantaged. Only schools having concentrations of children from low-income families are eligible for Teacher Corps projects. In this respect the Teacher Corps is directed to the same schools as title I. Teacher Corps teams have been at work this year in title I schools, providing an added resource to assist teachers in poverty schools.

Second, we have learned from this first year of experience that service and training are motives for those interested in the Teacher Corps. The appeal is not financial. Because teacher-interns are trainees and are not full-fledged members of the teaching staff we are requesting a change in the compensation rates for teacher-trainees. The present graduate fellowship programs of the Office of Education provide a weekly stipend plus an allowance for each dependent. The amendment would provide compensation to Teacher Corps interns on a similar basis. They would receive payment of $75 per week plus $15 per dependent or the lowest salary scale of a district, whichever is the lower. Inasmuch as teacher-interns are, in fact, trainees and are not carrying out the full responsibilities of regular teachers, it seems more appropriate to compensate them on the same basis as other students working toward their Master's degrees in education.

Third, to reinforce the tradition of local control, and, thus, to encourage further the diversity of projects that we feel is so vital to the Corps' success we are requesting that State approval be required for a local educational agency's request for Corps members and for the training program offered by an institution or university. We are also amending the "Local Control" section to clarify the local school district's absolute right to decide what Corps members are assigned to their schools.

Fourth, we have proposed amendments to allow Teacher Corps members to serve wherever they are needed. At present, Teacher Corps teams can only serve in schools administered by local educational agencies. The amendments would permit Teacher Corps members to be assigned to migrant groups, and to schools operated by the Bureau of Indian Affairs.

Fifth, we have requested authority to allow the Commissioner of Education to accept gifts on behalf of the Teacher Corps, in the same way that the Peace Corps and VISTA are authorized to accept gifts.

Finally, we are asking that the program be extended three years with a tripling of the program next school year.

But even with the tripling of the program, the Teacher Corps will not solve the teacher shortage nor will it find all the solutions to the problem of educating the disadvantaged. But it will help. It is already having a healthy influence on teacher education programs in our institutions of higher education. It will bring new people into poverty schools who otherwise would not have prepared for a career in education. It will offer these schools supplementary personnel during the two-year training period, and many will be interested in continuing to teach disadvantaged children who would not have made that commitment without the Teacher Corps experience. It will reduce the burden upon the regular classroom teacher. It will provide an apprentice teacher who can give youngsters the

individual instruction and attention they need. And, the Teacher Corps will provide a new source of superbly trained teachers to those schools which need them the most but have the least.

Finally, I support the statement of President Meredith Wilson who chairs the Advisory Council to whose reports I have so often referred:

"The National Teacher Corps is too badly needed and too promising to be either discontinued or treated as a temporary stopgap. Of all present investments of public effort, few are likely to yield so large a return."

If it meets with the pleasure of the Committee, Mr. Chairman, I would like at this time to ask Mr. Richard Graham to elaborate upon the operation of the Teacher Corps and its first year in action.

Senator KENNEDY of New York. Let me congratulate you on your testimony, Mr. Sullivan. I agree heartily with your statement of your sentiments.

Mr. SULLIVAN. Thank you, sir.

Senator KENNEDY of New York. Dr. Graham, Mr. Graham.

STATEMENT OF RICHARD GRAHAM, DIRECTOR, TEACHER CORPS, OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. GRAHAM. Mr. Chairman, I have a prepared statement which I hope——

Senator KENNEDY of New York. Which we will place in the record following your testimony.

Mr. GRAHAM. The events of yesterday make it necessary to change that and I will have a very brief moment here for some remarks.

You have called upon the young people of this Nation to serve where they are needed most in the innercities and with the rural poor and these young people feel they are being abandoned now.

You have provided needed help to our schools, and they now fear that it is being withdrawn. You have asked the schools to plan, and they are now prevented from planning. You have asked our universities to develop training for teachers that will prepare them to go into these innercity schools to serve the children of the poor as few teachers have been prepared for that job. It now appears that the means to provide such teacher training will be withdrawn.

I have indicated a national awareness for the needs of our cities, and you have created a program that by every honest test has met these needs beyond all expectations.

By the testimony of school superintendents and principals, by State school officers and educational associations, by school boards and the National Congress of PTS's, the American Federation of Teachers, and the NEA, this program has done its job. These programs are locally conceived and locally directed. They must have State approval. They embrace young people in large part locally recruited, and entirely locally selected. These local programs are hailed North and South without a single mention of Federal control.

The State superintendent of Mississippi says this is a program that does a job for many in his State.

The superintendent of schools in Hattiesburg, Miss., says:

The National Teacher Corps has been most successful and helpful to this school system. We have complete control of the program from the selection of personnel to the defining and assigning duties and responsibilities—

And that kind of statement you get from Laurel, Miss., and Columbia, Miss., and Atlanta, Ga., and Sumter, S.C., and Center Ridge, Ark., and Memphis, Tenn., and New Orleans. These people have written to say this has done a job the way they want it in their own communities.

You have gathered together in the schools and in the universities across this Nation people of good will and ability to do a job of providing good education where education is failing, that is a gift of the young, of the children of this Nation.

You have developed a program that demands of its teacher interns and you are getting it. It is a program for education. It is the best answer to the despair of the cities, the long hot summers, and the crime and delinquency. But there is a fear now in these people that what you have done is going to end now. They can't see what is going to happen next, and for the thousands of young people who are now serving or have asked to serve, and you will get as many as you need if you call, they will respond, but their hope is being replaced now, their hope, with a defeatism, and their enthusiasm with a kind of bitterness.

Now, the Senate-House conference committee on the supplemental appropriation yesterday reported out $3.8 million to continue the work of this first group of Corps members and to enroll 1,200 new Corps members to train them this summer. But this appropriation is contingent on authorizing legislation. There was, is, such authorization in this Elementary and Secondary Education Act, but the House yesterday asked that the Teachers Corps remain in the Higher Education Act. Those members of the Conference of the House who sponsored this legislation said they would support the Teachers Corps in the Higher Education Act. But no one knows when the Higher Education Act will be passed.

We ask that the Teachers Corps legislation be extended now just as fast as possible so that a great number of dedicated people may carry on their work this summer with the funds that will be appropriated for that purpose. I thank you, sir.

(The prepared statement of Mr. Graham follows:)

PREPARED STATEMENT OF RICHARD GRAHAM, DIRECTOR, TEACHER CORPS, OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and Members of the Subcommittee, I am honored to appear before you to tell how the Teacher Corps has fared in its first year.

The Teacher Corps was created to help poor children in the core of the large cities, in small towns whose industrial base has been shot out from under them or never existed, on Indian reservations where pride and prejudice have kept youngsters hungry and apart and ignorant, in immigrant and migrant villages where the shifting of supply and demand dictates the course of life.

But how do you teach a sullen, hungry child who doesn't care to learn? and how do you begin to break through to him in schools which many teaching interns back from Peace Corps duty abroad have told me are far worse than anything they saw in foreign countries?

It's a tough job to break through the guard of youngsters who have lived in slums all their lives, to get them not only to learn but to want to learn. "The real thing," says one of our veteran team leaders, "is when a kid comes up to you at the beginning of the year and says: 'You're not going to teach me anything because I don't want to learn, and when, at the end of the year, he has learned."

To accomplish this takes special skills and special training. Such special training—training for teachers in poverty neighborhoods—is a job few individual schools or universities can do alone, for none of us knows a great deal about how this should be done. But we—our universities and schools—are learning.

The job of the Teacher Corps is to help make this learning possible—and to help universities and schools extend the skills we are learning to new teachers so that the 8 million children of poverty in this country can look forward to more than they have had before. This year the Teacher Corps touched a quarter of a million children in the schools and communities of the inner cities and the rural poor.

Often schools that most need specially trained teachers can least afford to hire them, let alone establish training programs of their own. School superintendent after school superintendent from big and little systems across the country have told us that only Federal funds make the program financially feasible for their poorer schools:

From Fannindel Schools in Ladonia, Texas: "My school's finances could not have made possible the services of these teachers except for the Teacher Corps."

From a member of the school board of Macy, Nebrasks: "To get qualified people to come to us just for the money is pretty hard for us to do because of the fact that we have a limited amount of money and for us to go out and try to recruit the teacher, the type of people we need, it would cost us a lot of money we could not afford."

From the Los Angeles area: "Dr. Siemer from Jurupa stated the districts do not have financial resources to do the job. Mr. Dickey, superintendent of Willowbrook, stated often the districts with the greatest need are least able to finance programs to take care of that need.

Mr. Hodes, assistant superintendent at Enterprise, stated our district has been operating on a deficit budget for the last 5 years. If the Federal Government would subsidize farms, oil depletion, and so on, why can't human beings in urban areas be subsidized?

Dr. Seaton said we need the quality offered by a National Teacher Corps intern program. It is difficult to compete in the open market for teachers . . ."

In the past few weeks, we have received our first tangible progress reports from the field on how well we are doing that job. I would like to summarize for you what some of these reports say about the Teacher Corps.

A recent NEA survey of superintendents and principals working with Teacher Corps teams found that 91 percent of all superintendents and 84 percent of the principals want more. The average request is for three times more Corpsmen than are now available.

A *Southern Education Report* teacher education survey in April showed that close to 97 percent of colleges and universities surveyed believe that teacher-education schools have a special responsibility to help improve the education of the disadvantaged. But only 16 percent have changed their methods of training such teachers in the past five years, and only 41 percent plan to do so in the foreseeable future. About half of the 16 percent that *have* made changes have Teacher Corps programs.

The superintendent of Hattiesburg Public Schools in Mississippi had this to say about his Teacher Corps teams:

"The values of such a program are many but I would like to mention some of the outstanding ones. First—providng additional teaching personnel to a regular faculty which in turn gives more individual help to children in disadvantaged areas. Second—providing a teacher-training, on-the-job program to better train young teacher interns to work with children who are in need of more than just regular school help. Third—the additional services to the schools that the seventeen Corps members have provided are too numerous to mention, but these range from providing leadership in establishing a new reading program to teaching music, and art and working with parents in a counseling situation where parents and students are involved in seeking better solutions to problems.

"Every principal in our twelve elementary schools has requested a team for next school session."

A Miami (Florida) principal told us:

"I only have one fear with regard to the young interns of the Teacher Corps . . . that with their energy and talent and their special training they will soon leave the classroom. Some school system will try to make adminstrators out of them. And they are needed so desperately in the classroom."

The Assistant Superintendent of Enterprise City Schools in Compton, California wrote us:

"I have worked with many educational programs, and this is the shinning light. As for the Corpsmen, their idealism has been rekindled in us old cynics. They're so committed they've recommitted some of us—how do you like that?"

And the principal of a school in Memphis, Tennessee told us:

"The Teacher Corps is the best thing that ever happened to our school. Every day it is a delight to be with them. What's going on here inspires me to want to do more."

This kind of enthusiasm for the Teacher Corps is typical of the reports from the men and women who know the Corps best—the teachers and principals and superintendents of the schools which are hosts to Teacher Corps teams.

But the Corps is now beginning to make an impact outside this inner circle. The National Advisory Council—which recently visited a sample of school districts where the Corps is operating—concluded that:

"The National Teacher Corps is too badly needed and too promising to be either discontinued or treated as a temporary stopgap. Of all present investments of public effort, few are likely to yield so large a return."

Many, including the National Advisory Council, believe that the Corps' greatest impact may be on the colleges themselves. "The Teacher Corps", reads the report:

"Has proved itself a useful weapon in the attack on the disadvantages under which too many American children labor. The direct effect on the children with whom the Corps members work would be justification enough to continue that work. The Corps will quite clearly have other effects as well. The most significant of these may very well be its influence on the capacity of the educational systems of the universities to reach those children who have been most grievously neglected."

NEA's TEPS Commission Director Don Davies agrees. He told us at a recent meeting:

"I see as your role the need for reformation of teacher education . . . If we don't change things in the next 10 years, we will have failed."

Davies added that the Corps is helping in three areas:

(1) Local School/College Collaboration: "Neither side knows how to make this work. Not until both assume a responsibility in teacher-education will teacher-education make sense."

(2) Over-Emphasis on Teacher Education Courses: "Teacher education is falling into academic, conventional thinking. We ought to be questioning this attitude . . . the holiness of the three credit course."

(3) "The colleges must start listening to the students and to the teachers. They don't now. Instead, they call those who question rabbelrousers. What the Teacher Corps can do is tune in to what young people are saying and thinking. Here is our first potential for reformation of teacher education."

Project Director Don Wilson of Teacher Corps/University of Southern California had this to tell us:

"I would say primarily it has served as a catalytic agent and set off a chain reaction not only at the university level but at the community level and in the school. First of all, the University has moved from the ivory tower into the actual field experience. We think this is good. The National Teacher Corps at the university has prompted us to move in this direction.

"We have been able to staff the program as we think a program should be staffed. In other words, the University of Southern California, a private institution, would not be able to provide such a program for all of its students. It has been primarily community centered. It has taken an interdisciplinary approach.

"It has cut across the academic fields—anthropology, sociology, psychology—and then after a period of time we have moved into the field of professional teaching with methodology and such."

What produces this enthusiasm from superintendents, principals, teachers, and teacher educators alike? We believe it is the simple, small, day-to-day things Corps interns and teachers try to do to tune in on the homely problems bugging the children they work with.

In Chicago, three teacher-interns are tutoring in college subjects a group of former "Lawndale Gang" members who are bright enough to get in the Loop Junior College.

In El Paso, Texas on the Mexican border, new materials created by Corps members are being used with beginning readers in a program designed to eliminate the need for remedial reading later on.

A team working in Bell Junior High in New Orleans helped lower the dropout rate by getting parents involved.

The work of Corps teams reaches far beyond the classroom to establish new rapport between school and community.

A "halfway house" has been opened in a Honolulu store front to lure truants and dropouts back into classes.

In Philadelphia, interns introduced evening "arm chair" classes in the homes of semi-literate parents of some of their pupils.

In Pontiac, Michigan, Corps teams developed home visits around a "cause", the need for a Community Health Clinic. With help from the community and a committee of parents they found a building to house a health unit, obtained nurse and doctor services, and brought in a mobile health unit.

None of these activities is an end in itself. But to the student-teacher they are the keys to knowing and understanding the larger enviornment which shapes the lives and habits of their pupils. And from this understanding comes acceptance and what Frank Riessman of N.Y.U. calls "contact," or connecting with the style and interests of a child. From this comes good teaching.

This is how Kathleen Rosentretter, an intern and former Peace Corps volunteer, explains its value:

"When a boy falls asleep at his desk, I recall the visit I made to an apartment house without glass in the windows. At night, the nine children sleep curled around the only radiator. When the boy awakes in class, I merely inform him of what he had missed and will have to make up on his own time.

"If the noise level rises during a class activity, I no longer become alarmed, because I know that noise is synonymous with city ghetto life and is more frequently an indication that learning is taking place.

"But when I catch a student's blank stare, I know that the same ghetto clamor has now created a difficult result. The student is practicing a technique of escape he has perfected after living in a three room apartment with ten people who shout, argue and cry a great deal. I attempt to change the tempo of class activity to draw him back to the reality of the classroom."

This kind of sensitivity we desperately need in the teacher of the ghetto.

Why is such extensive and specialized preparation necessary for this job? One answer is that too many teachers on their first assignment are dropped into a classroom of students whose life is utterly strange to them; pupils whose existence is inconceivable to the recent college graduate; whose behavior is conditioned by reward patterns incomprehensible to the campus coed; whose learning patterns are far removed from the book-centered university. The new teacher in such a situation undergoes a kind of cultural shock.

So far, despite program uncertainties, the dropout rate among Teacher Corps interns is about half that of the national average. Because with the Teacher Corps the job shock comes before, and not after, graduation, far more of the Teacher Corps graduates are likely to stay with teaching than is generally the case—particularly among ghetto teachers.

Working as part of a team, the young intern's morale is more easily lifted. There is always someone to turn to when the going gets rough. There is a group commitment which keeps performance high. One teacher-intern told us recently: "I wish I was at least three people so that I could do three times what I am doing."

This is the kind of person who is making the Teacher Corps work. The Teacher Corps' unique contribution is that it is able to attract bright, dedicated, imaginative, warm young people to one of the toughest jobs in the teaching profession.

The reasons are many, but one is pervasive. The Teacher Corps represents a national commitment to improve education where it is failing to do its job. The Teacher Corps means a chance to work and study with others who really care and who are willing to forego private advantage for the satisfaction of service.

"It's main value," in the words of the Advisory Council report, "is that it is an instrument for harnessing the idealism of an unusual group of young people who, but for the Corps, would never have been drawn to the teaching profession. In apparent contrast to the majority of certified teachers, there young people prefer to work with the special challenge of disadvantaged schools. Through the Teacher Corps, they can put their dedication and their abilities to work in the service of the Nation, the school and the needy child. The Corps constitutes a way of recruiting these people and deploying them across the country to schools which badly need them but which in the past have lacked the time, the means, and perhaps the imagination to seek and attract them."

This opportunity attracts college graduates who had not previously considered teaching. It is helping to raise the sights and stature of dedicated teachers who are already working with the disadvantaged. Assignment to a slum school has traditionally stigmatized a teacher as either a neophyte or a reject.

The Teacher Corps is helping to show that teaching the disadvantaged child can attact our last, most respected and most dedicated young men and women.

It is helping to show these young people that nothing is more rewarding than taking part in this national effort to eliminate poverty of the mind in the schools of the poor.

Most of all, it is helping to show poverty youngsters that they, too, can learn. One little boy from a Miami inner city school where Corpsmen work put it this way: "I like to be here. I'm smart in here."

Mr. SULLIVAN. May I just emphasize, Mr. Chairman, the importance of this last statement to the Teachers Corps, that we do have that extension of the Teachers Corps. If not, we will just—Mr. Graham has referred to the problems that are involved.

Senator KENNEDY of New York. I think you spoke most eloquently about what the basic problem is, not only can we accomplish some good by putting these programs into effect, but we have talked about these programs and promised the programs, and to those who are the recipients of the good that they can bring, but also to those who will participate in them. Then if we don't follow through, I think it creates great bitterness and disillusionment within our own country amongst the disadvantaged and amongst those who have some talent and want to contribute it. If we don't give an outlet to all of these people who are willing to participate, then we are very likely to let loose a generation of bitterness and disillusionment and really some antipathy toward the whole of our society. I think you said it very well. I wish there were more people here who could listen to you. More important than that I wish there would be some people who would pay attention to you.

There are some questions that have been left here regarding some parts of the bill which I would like to have you or either one of you to comment on. The first one is addressed to Mr. Graham. You have heard the testimony of the Senators on the panel this morning with respect to the stipends proposed in S. 1125, section 114 on page 15, under the heading, "Limiting Compensation for Teacher-Interns." As I understand it, if enacted, this would require the lesser of $75 per week plus $15 per week for each dependent or the lowest rate paid for teaching full time in the school system and grade to which the intern is assigned. Is this correct?

Mr. GRAHAM. That is correct.

Senator KENNEDY of New York. Could you tell the subcommittee if you had considered a suggestion such as that advanced in the discussion of a 90 percent of entrance salary alternative?

Mr. GRAHAM. Well, Mr. Chairman, there had not been a great deal of consideration on that alternative. The intent was twofold: One, to pay Corps members at a rate less than a full-time teacher in their local school system to head off any possible jealousy that might occur, although as in previous testimony those fears generally proved to be unfounded this past year.

Secondly, there is an intent and a desire to run this program at the very least cost to this Government, and the hope was that you could move in that direction.

Mr. SULLIVAN. Thirdly, Dick, there was, our rationale was to provide comparability to other programs of this kind, such as the prospective teacher program. We have used the same base for the allowances, the stipends, and so this gave it some comparability in terms of other programs of this kind.

I think also we are faced with the realities of the situation. As Mr. Graham indicated, we want to operate the program at as efficient and as economical a level as possible. We are faced with tight budgets. We have to decide which is the best method to get more people in and to do the best we can in getting as many good people on board as are willing to join this kind of program. The people who do join have a commitment to the youth of America and to the schools of the country. They do come in with this kind of spirit and this has been one of the factors which has made the Teachers Corps the kind of organization that it is.

Senator KENNEDY of New York. I would like to ask our very able counsel to perhaps follow up on that so we will be sure to get all the information in the record, would you please?

Mr. LEE. Thank you, Senator. Is it not true Mr. Commissioner, that under the prospective teacher-fellowship program of title V of this Higher Education Act the stipend is tax free?

Mr. SULLIVAN. That is correct.

Mr. LEE. Does the same situation prevail with respect to the teacher interns, $75?

Mr. SULLIVAN. No, it does not.

Mr. LEE. Therefore, am I correct that the stipend of $75 a week plus $15 for dependents would be subject to Federal, State, and in certain jurisdiction, city income taxes?

Mr. SULLIVAN. You are correct.

Mr. LEE. Thank you.

Senator KENNEDY of New York. Could you furnish the subcommittee with a chart for representative location in large cities with the take-home pay on the $75 a week basis keeping in mind the Federal, State, and local income taxes, if any, which would be deducted? It would be helpful, I think, to have this both for the single individual and the married corpsman with one and two dependents.

Mr. SULLIVAN. We will do that.

Senator KENNEDY of New York. Is there any question about what the information is that is needed?

Mr. SULLIVAN. No.

(The information referred to above follows:)

CHART 1

Proposed Teacher Corps salary changes

City	Entering teacher				Corps intern			
	Gross annual income	Gross salary per week		Net salary per week [1]	Gross annual income at $75 per week	Net weekly salary at $75 per week [1]	Net weekly salary difference	Gross annual income difference
		Amount	Number of weeks					
Chicago	$6,000	$136.16	44	$110.68	$3,300	$62.95	$47.73	$2,700
Milwaukee	5,150	135.15	38	107.09	2,850	62.00	45.09	2,300
Miami	5,300	131.85	40	108.49	3,000	63.37	45.12	2,300
Detroit	5,945	145.00	41	117.76	3,075	63.35	54.41	2,870
Portland, Oreg	5,350	140.75	38	107.36	2,850	60.87	46.49	2,500
New York City	5,400	103.85	52	82.56	3,900	60.56	22.00	2,500
Los Angeles	5,800	131.36	44	106.40	3,300	62.62	43.78	2,500
San Diego	5,900	134.40	44	107.79	3,300	62.92	44.87	2,600
Tucson, Ariz	5,200	126.82	44	102.39	3,075	62.71	39.68	2,125
Boston	5,000	113.28	44	91.44	3,300	62.07	29.37	1,700
Philadelphia	5,800	133.65	44	108.97	3,248	63.24	45.73	2,552
New Orleans	5,200	136.84	38	112.68	2,850	63.52	49.16	2,350
Atlanta	4,710	117.75	40	97.35	3,000	62.86	34.49	1,710
Hattiesburg, Miss	4,310	113.42	38	95.34	2,850	63.70	31.64	1,460

[1] Based upon single intern with no dependents. Federal income tax, FICA, and State income tax withheld except in Chicago, Miami, Detroit, and Philadelphia, which are located in States with no income tax.

CHART NO. 2

Proposed Teacher Corps salary changes

MARRIED, 1 DEPENDENT, JOINT RETURN

	Entering teacher		Corps intern, net salary per week at $75 per week plus, $15	New weekly salary difference
	Net salary per week	Annual		
Chicago (44)	$114.45	$3,960	$78.09	$36.36
Milwaukee (38)	112.40	3,420	79.11	33.29
Miami (40)	112.00	3,600	78.70	33.30
Detroit (41)	122.80	3,690	78.68	44.12
Portland, Oreg. (38)	115.51	3,420	76.32	39.19
New York City (52)	86.99	4,680	74.54	12.45
Los Angeles (44)	111.60	3,960	77.86	33.74
San Diego	113.37	3,960	77.86	35.51
Tucson, Ariz. (41)	106.45	3,960	77.54	22.91
Boston (44)	95.50	3,960	77.95	17.55
Philadelphia (44)	111.84	3,960	78.09	33.75
New Orleans (38)	116.73	3,420	79.09	37.64
Atlanta (40)	100.55	3,600	78.55	22.00
Hattiesburg, Miss. (38)	97.94	3,420	79.09	18.85
MARRIED, 2 DEPENDENTS, WIFE AND CHILD AT $75 PLUS $30				
Chicago	$117.48	$4,620	$92.39	$25.09
Milwaukee	113.07	3,990	91.39	21.68
Miami	114.26	4,200	94.00	20.26
Detroit	125.22	4,305	92.91	32.31
Portland, Oreg	116.96	3,990	89.44	27.52
New York City	87.98	5,460	91.96	3.98
Los Angeles	113.08	4,620	92.26	20.82
San Diego	115.13	4,620	92.26	22.87
Tucson, Ariz	110.18	4,305	92.29	17.89
Boston	98.63	4,620	92.24	6.39
Philadelphia	115.87	4,620	92.48	23.39
New Orleans	119.35	3,990	93.47	25.88
Atlanta	102.89	4,200	93.06	9.83
Hattiesburg, Miss	100.35	3,990	93.47	6.88

Senator KENNEDY of New York. Do you think there is merit in the proposal for the 90 percent alternative as an incentive for attracting the kind of individual who will make teaching a career? I think we might wish to make a distinction between the VISTA volunteer who serves for a short time only and the corpsman who we hope will provide many years of service to the children in our slum schools.

Mr. GRAHAM. There are many corpsmen and university people who believe unless you have this 90 percent of pay rate at least in the second year these people will be drawn from the program before they are really doing the job. There is some feeling that some, you might recruit them and some you can for the first year, but that you can't hold them.

Senator KENNEDY of New York. Mr. Graham, could you clarify for the subcommitee one point with respect to corpsmen? Assuming that a corpsman had an NDEA loan as an undergraduate, does his or her teaching experience as an intern qualify him or her for the forgiveness provisions of title II of NDEA?

Mr. GRAHAM. No, sir; it does not.

Senator KENNEDY of New York. It does not?

Could you give us a rationale and explanation?

Mr. GRAHAM. Yes, indeed.

Mr. SULLIVAN. Mr. Alford, will you respond to the rationale?

Mr. ALFORD. As I understand the reason for this, the intern is considered to be a part-time employee and, therefore, not eligible under the law. For the experienced teachers that are heading the teams, if they happen to have had an NDEA student loan, they would be eligible.

Senator KENNEDY of New York. Senator Prouty was particularly interested in it, and I expect he will followup some other questions.

Could you supply for the record the number of such corpsmen who were currently serving in the organization?

Mr. ALFORD. With NDEA student loans? I did ask this of Teacher Corps administrators and I understand they have never asked this question of the Corps members so they do not have any idea of the number. Unless you would desire a survey on this question we would probably find it rather difficult to provide this kind of information.

Senator KENNEDY of New York. Would it be difficult to ask people that question?

Mr. ALFORD. We could do it on a sampling basis, I think, and get some kind of information.

Senator KENNEDY of New York. I think it probably would be interesting.

Is there anything else that you would like to add, otherwise we will hear from Mr. Lillywhite.

Mr. SULLIVAN. I think not, unless Mr. Graham wanted to add something.

Mr. GRAHAM. There are some questions that were given to us to which we would like to respond if you would like the answers.

Senator KENNEDY of New York. I think you can send those in and we will place them in the record.

(The information referred to above follows:)

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, RE NDEA LOAN FORGIVENESS

NDEA loan forgiveness does not apply to Teacher Corps interns because they are not regarded as having assumed full responsibility of teaching in the class-

room. Theoretically loan forgiveness does apply to the Teacher Corps experienced teacher. As the basic requirement for an experienced teacher to qualify for the Teacher Corps is a master's degree and five years of teaching experience, very few of these experienced teachers are still receiving loan forgiveness. The best estimate is that fewer than 20 out of 268 experienced teachers now with the Teacher Corps program are receiving NDEA loan forgiveness.

Mr. SULLIVAN. Again, I think we just, only the final word again, we appreciate this chance to appear before you, particularly today because we have a chance to bring before your attention the urgency of this, and the urgency of extension of the Teacher Corps. And we thank you for the opportunity, Mr. Chairman.

Senator KENNEDY of New York. I wish I could do you more good.

Mr. SULLIVAN. Well, we thank you for what you have done up to now, believe me.

With reference to Public Law 874 and next on the agenda Mr. Al Lillywhite will make a statement with reference to that, if this is in order, Mr. Chairman.

Senator KENNEDY of New York. We will now move to consideration of S. 382, and we will insert the statement of Senator Church and Senator Jordan into the record.

(The statements of Senators Church and Jordan follow:)

STATEMENT OF HON. FRANK CHURCH, A U.S. SENATOR FROM THE STATE OF IDAHO

Mr. Chairman, I thank you for the opportunity of submitting a statement in support of S. 382 which is being sponsored by Senator Len B. Jordan and myself. The bill has two objectives and, in light of the date of this hearing, the first has the highest degree of urgency. Both objectives are designed to correct certain problems that arose as the result of an amendment to Public Law 874 enacted in the closing hours of the second session of the 89th Congress last fall.

That amendment required school districts receiving impacted area funds under Public Law 874 to deduct from their Public Law 874 entitlements all payments they receive from the sale of timber in the national forests.

This would appear to be a reasonable provision since other laws specify that the Federal Government shall share with counties the revenues from public lands located within the county. It further states that this county share shall be used for roads and schools within the county. Unfortunately, Mr. Chairman, the amendment which was planned only to cut down on the paint on the barn, now threatens to kill the cows.

Public Law 874 provides Federal assistance to school districts having heavy enrollments of children from families either living on or employed in Federal installations. I think no other section of the country has been more helped or has needed this help more than the Western States. The West has great blocks of public domain that are not on the county tax rolls and thus are not a source of the basic financial support of school districts through property taxes. Many of these areas of vast public domain are in the national forests, as is the case in my own State of Idaho and in the other States of the Pacific Northwest and intermountain West. Still other areas include large military installations

or Federal atomic stations, again as is the case in Idaho, Washington, and Nevada. The forests, the Federal installations all contribute children to local public school enrollments. In most instances, because of the nature of the Federal installation, and most certainly in the case of the national forest lands, the districts carrying the burden of these nontax contributory children consist of small rural schools. It is to reimburse these districts for this added burden, that Public Law 874 was enacted. Yet, it too is woefully inadequate.

A school official in Sandpoint, Idaho, situated in the midst of an almost solid tract of national forest land, writes:

> The money we receive from Public Law 874 entitlement does not begin to pay the cost of educating our federally connected children. We have spent some $600 per student in the past 15 years to house our students, besides our annual budget for maintenance and operations.

I could cite many more instances, Mr. Chairman, but all of them that relate to the State of Idaho are well detailed in a summary of the Public Law 874 programs and projected losses prepared by Idaho Deputy Superintendent of Public Instruction Harold Farley. I should like to include Mr. Farley's summary and table of comparison at this point:

IDAHO PUBLIC LAW 874 APPLICANT DISTRICTS

Related 1965–66 statistics—1965–66 applicants [1]

School districts	Total ADA	Public Law 874 (average daily attendance)				Fiscal 1966 874 funds received	Percent 874 students to total	Percent 874 funds to current expenditure
		3(a)	3(b)(1)	3(b)(2)	Student total			
Statewide total	100,316.451	2,339.084	93.486	12,402.772	14,835.342	$2,397,921	14.8	5.8
1. American Falls No. 381	1,192.03	77.994		45.297	123.291	39,924	10.4	6.7
2. Arco No. 111	964.45	9.480		409.785	419.265	59,475	43.5	12.9
3. Avery No. 394	97.33	5.250		22.680	27.93	6,187	28.7	6.9
4. Bear No. 12	57.625	4.328		44.576	48.904	4,159	84.9	12.4
5. Blackfoot No. 55	3,495.59	393.568	14.751	748.510	1,156.829	172,325	33.1	11.8
6. Boise No. 1	19,410.73	13.199		1,312.553	1,325.752	156,530	6.8	2.0
7. Boundary County No. 101	1,386.76	13.011	3.797	134.573	151.381	29,181	10.9	4.7
8. Cambridge No. 432	309.00			31.234	31.234	4,938	10.1	2.7
9. Cascade No. 422	283.45	3.256		94.349	97.605	17,718	34.4	13.0
10. Callis No. 181	460.14	10.748	3.740	66.803	81.291	13,220	17.7	5.6
11. Clark County No. 161	191.96	23.684		13.021	36.705	16,453	19.1	10.7
12. Coeur d'Alene No. 271	4,356.54			178.086	178.086	28,680	4.1	1.9
13. Cottonwood No. 242	259.187	11.808		18.358	30.166	14,998	11.6	9.3
14. Council No. 13	413.26	2.888		107.728	110.616	22,603	26.8	5.8
15. Elk River No. 172	90.85			47.893	47.893	11,584	52.7	14.7
16. Firth No. 59	792.62			97.809	97.809	11,120	12.3	3.3
17, Garden Valley	103.70	9.262	1.852	49.543	60.657	14,383	58.5	19.5
18. Glenns Ferry No. 192	676.80			136.456	136.456	20,973	20.2	6.1
19. Grand View No. 365	451.104	40.937		81.735	122.672	30,828	27.2	10.5
20. Grangeville No. 241	2,074.505	40.079	6.182	431.994	478.255	56,366	23.0	5.8
21. Hagerman No. 233	324.73	5.835		11.219	17.054	4,358	5.2	2.6
22. Hailey (Blaine County) No. 61	1,208.18	1.208		39.507	40.715	4,009	3.4	.76
23. Harrison (Kootenai) No. 274	320.93			41.056	41.056	13,325	12.8	7.0
Horseshoe Bend No. 73	(153.46)			(19.897)	(19.897)	[2]	[2]	[2]
24. Idaho City No. 72	74.16	11.079		34.773	45.852	15,378	61.8	30.0
25. Idaho Falls No. 91	9,623.90			2,636.371	2,636.371	282,916	27.4	7.6
26. Idaho Falls No. 93 (East Bonneville)	3,538.53			1,020.31	1,020.31	114,144	28.8	9.6
27. Irwin No. 92 (Swan Valley)	175.00	30.056		18.574	48.630	12,198	27.8	16.2
28. Kamiah No. 304	636.10	18.275	17.837	145.359	181.471	29,689	28.5	11.8
29. Lapwai No. 341	503.49	84.279	28.575	25.356	138.210	46,618	27.4	14.5
30. Lewiston No. 1	5,451.923			200.835	200.835	21,150	3.7	1.0
31. Mackay No. 182	354.12	1.915		65.048	66.963	10,546	18.9	6.3
32. Malad No. 351	892.49			43.402	43.402	5,237	4.9	1.3
33. Marsing No. 363	432.35	12.204		6.572	18.776	3,352	4.3	1.6
34. McCall No. 421	666.913			223.936	223.936	24,770	33.6	8.3
35. Moreland (Snake River) No. 52	1,544.25			278.320	278.320	33,643	18.0	5.4

See footnotes at end of table.

IDAHO PUBLIC LAW 874 APPLICANT DISTRICTS—continued

Related 1965–66 statistics—1965–66 applicants [1]—Continued

School districts	Total ADA	Public Law 874 (average daily attendance)				Fiscal 1966 874 funds received	Percent 874 students to total	Percent 874 funds to current expenditure
		3(a)	3(b)(1)	3(b)(2)	Student total			
36. Mountain Home No. 193	3,137.42	1,213.272		919.421	2,132.693	$655,109	68.0	41.5
37. New Meadows No. 11	203.70			95.18	95.18	21,365	46.7	18.1
38. Nezperce No. 302	234.49	2.971		7.624	10.595	3,363	4.5	2.3
39. Orofino No. 171	2,027.97	8.416	0.932	253.435	262.783	36,509	12.9	4.9
40. Plummer No. 42	277.190	27.985	1.862	16.722	46.569	13,711	16.8	8.6
41. Pocatello No. 25	11,825.06	145.329	7.449	488.966	641.744	85,147	5.4	2.2
42. Potlatch No. 285	674.73			46.889	46.889	2,850	6.9	.9
43. Rathdrum No. 272	832.89	7.429		34.131	41.560	1,462	5.0	.4
44. Rigby No. 251	3,213.85	4.756		384.730	389.486	45,842	12.1	3.6
45. Ririe No. 252	455.30			61.270	61.270	9,175	13.4	4.7
46. Rupert No. 331	4,516.434	66.164		88.121	154.285	26,818	3.4	1.5
47. St. Anthony No. 215	2,188.74	4.640		158.749	163.389	16,587	7.5	2.0
48. St. Maries No. 41	910.32			104.322	104.322	15,976	11.4	4.0
49. Salmon No. 291	1,099.50	13.716		148.817	162.533	20,442	14.8	4.6
50. Sandpoint No. 82	3,722.07	14.478	3.349	409.018	426.845	45,962	11.5	3.0
51. Shelley No. 60	1,548.25			287.448	287.448	32,066	18.6	5.9
52. Shoshone No. 312	522.32			31.516	31.516	2,331	6.0	1.0
53. Worley No. 275	111.52	5.585	3.160	2.792	11.537	10,228	10.3	11.1

[1] New applicant districts in 1966–67 school year: Culdesac No. 342, Craigmont No. 395 (Highland), Kendrick No. 283, Moscow No. 281, Post Falls No. 273, and Tammany No. 343.

[2] District did not follow through.

Estimated Public Law 874 fund loss due to forest fund receipts for fiscal year 1967

No.	School district	Forest area	Students claimed		Average daily attendance		Total ADA	Allowance	Receipts from 874	Receipts from forest	Public Law 874 fund loss
			A's	B's	A's	B's					
1	Boise	Boise	0	135.5	0	64.36	64.36	$230.72	$14,849.14	$80.71	
		Payette	0	1.0	0	.47	.47	230.72	108.44		
		Nezperce	0	4.0	0	1.9	1.90	230.72	438.37		
11	Meadows Valley	Payette	0	98.5	0	47.59	47.59	535.37	25,430.07	1,454.67	$1,454.67
12	Bear	do	5.0	50.0	4.75	23.75	28.5	385.98	11,000.43	415.15	
13	Council	do	0	104.0	0	49.4	49.4	363.28	17,946.03	2,965.56	2,965.56
		Boise	0	2.0	0	.95	.95	363.28	345.11		
25	Pocatello	Caribou	0	17.0	0	8.07	8.07	230.72	1,861.91	675.40	
41	St. Maries	St. Joe	0	99.0	0	47.02	47.02	230.72	10,848.45	2,128.68	2,128.68
		Coeur d'Alene	0	4.5	0	2.14	2.14	230.72	493.74		
42	Plummer	St. Joe	0	0	0	0	0	312.63		631.18	
60	Shelley	Caribou	0	0	0	0	0	230.72		23.44	
		Targhee	0	0	0	0	0	230.72		10.53	
61	Hailey	Sawtooth	2.0	19.0	1.208	9.025	10.23	269.90	2,761.08	2,615.10	2,615.10
		Challis	0	0	0	0	0	269.90		5.24	
71	Garden Valley	Boise	10.0	55.5	9.5	26.36	35.86	428.17	15,354.18	6,288.49	6,288.49
72	Idaho City	do	5.0	30.5	4.75	14.48	19.23	472.51	9,086.37	3,411.38	3,411.38
		Payette	0	3.0	0	1.42	1.42	472.51	709.64		
		Sawtooth	0	2.0	0	.95	.95	472.51	448.88		
73	Horseshoe Bend	Boise	0	21.5	0	10.21	10.21	218.00	2,225.78	6,248.61	2,225.78
82	Sandpoint	Kaniksu	0	281.5	0	133.71	133.71	230.72	30,849.57	23,453.97	23,453.97
		Coeur d'Alene	0	9.0	0	4.27	4.27	230.72	985.17	791.47	791.47
		St. Joe	0	1.0	0	.47	.47	230.72	108.43		
		Kootenai	0	0	0	0	0	230.72		2,136.98	
91	Idaho Falls	Caribou	0	3.0	0	1.42	1.42	230.72	327.62	1,343.98	327.62
		Grand Teton	0	1.5	0	.71	.71	230.72	163.81		
		Targhee	0	3.0	0	1.42	1.42	230.72	327.62	603.82	327.62
92	Swan Valley	do	5.0	3.5	4.75	1.66	6.41	334.96	2,147.09	8.30	
		Caribou	1.5	3.0	1.42	1.42	2.84	334.96	951.28	18.49	
93	East Bonneville	Targhee	0	3.5	0	1.66	1.66	230.72	382.99	222.85	
		Caribou	0	0	0	0	0	230.72		496.01	
101	Bonners Ferry	Kaniksu	21.0	90.0	13.01	43.23	56.24	302.51	17,013.16	24,984.42	17,013.16
		Kootenai	0	53.0	0	215.46	25.46	302.51	7,701.90	719.72	719.72
		Coeur d'Alene	0	1.0	0	.5	.5	302.51	151.25		
111	Arco	Challis	0	4.5	0	2.13	2.13	257.20	547.83	368.81	
		Sawtooth	0	0	0	0	0	257.20		25.95	
		Targhee	0	0	0	0	0	257.20		252.20	
161	Dubois	do	0	6.0	0	2.85	2.85	572.80	1,632.48	1,770.20	1,632.48
		Challis	0	0	0	0	0	572.80		17.88	

Estimated Public Law 874 fund loss due to forest fund receipts for fiscal year 1967—Continued

No.	School district	Forest area	Students claimed		Average daily attendance		Total ADA	Allowance	Receipts from 874	Receipts from forest	Public Law 874 fund loss
			A's	B's	A's	B's					
171	Orofino	Clearwater	0	134.0	0	63.65	63.65	$271.00	$17,249.15	$32,741.38	$17,249.15
		St. Joe	0	0	0	0	0	271.00		2,276.14	
172	Elk River	Clearwater	0	0	0	0	0	544.98		1,516.06	
		St. Joe	0	51.0	0	24.22	24.22	544.98	13,199.41	105.40	105.40
181	Challis	Challis	7.0	65.5	6.65	31.11	37.76	337.68	12,750.79	1,675.32	1,675.32
		Sawtooth	.5	.5	.47	.23	.7	337.68	236.37	711.91	236.37
		Salmon	0	0	0	0	0	337.68		135.83	
		Targhee	0	0	0	0	0	337.68		7.90	
182	Mackay	Challis	2.0	21.5	1.9	10.21	12.11	251.52	3,045.91	1,305.00	1,305.00
		Sawtooth	0	0	0	0	0	251.52		556.83	
		Targhee	0	0	0	0	0	251.52		4.68	
192	Glenns Ferry	Boise	0	0	0	0	0			1,868.55	
		Sawtooth	0	0	0	0	0			119.27	
193	Mountain Home	Boise	7.0	8.0	6.65	3.8	10.45	339.14	3,544.01	9,456.67	3,544.01
		Sawtooth	0	0	0	0	0	339.14		603.62	
202	Westside	Caribou	0	7.0	0	3.32	3.32	208.09	690.85	9.71	
		Cache	0	0	0	0	0	208.09		152.19	
215	St. Anthony	Targhee	0	125.0	0	59.37	59.37	230.72	13,697.85	2,422.77	2,422.77
		Gallatin	0	3.5	0	1.66	1.66	230.72	382.99		
241	Grangeville	Clearwater	2.0	122.5	1.9	58.19	60.09	261.76	15,729.16	32,498.58	15,729.17
		Nezperce	19.5	305.0	18.52	144.87	163.39	261.76	42,768.97	26,452.33	26,452.33
		Bitterroot	0	0	0	0	0	261.76		9,069.37	
		Salmon	0	0	0	0	0	261.76		755.78	
		Payette	0	0	0	0	0	261.76		6,926.36	
242	Cottonwood	Clearwater	0	2.0	0	.95	.95	578.25	549.34	4,184.17	549.34
		Nezperce	0	9.5	0	4.61	4.61	578.25	2,665.73	3,405.72	2,665.73
		St. Joe	0	3.0	0	1.42	1.42	578.25	821.11		
		Bitterroot	0	0	0	0	0	578.25		1,167.68	
		Payette	0	0	0	0	0	578.25		875.76	
		Salmon	0	0	0	0	0	578.25		97.30	
271	Coeur d'Alene	Coeur d'Alene	0	130.0	0	61.75	61.75	230.72	14,246.96	9,063.84	9,063.84
		Clearwater	0	1.0	0	.5	.5	230.72	115.36		
		Kaniksu	0	2.0	0	.95	.95	230.72	219.18	91.55	91.55
		Kootenai	0	4.0	0	1.9	1.9	230.72	438.36		
		St. Joe	0	13.0	0	6.17	6.17	230.72	1,423.54		
272	Rathdrum	Coeur d'Alene	1.5	17.5	1.42	8.31	9.73	260.57	2,535.35	1,730.35	1,730.35
		Kaniksu	0	3.5	0	1.66	1.66	260.57	432.55	17.48	17.4
274	Harrison	Coeur d'Alene	0	38.0	0	18.05	18.05	463.01	8,357.33	607.59	
		Clearwater	0	6.0	0	2.85	2.85	463.01	1,319.58		
		Kaniksu	0	0	0	0	0	463.01		67.51	

285	Potlatch	St. Joe	0	43.0	0	20.5	20.5	304.07	6,233.44	1,003.70	1,003.70
		Clearwater	0	0	0	.3	3	304.07	912.21		
291	Salmon	Salmon	14.5	136.5	14	65.08	79.08	247.54	19,575.46	4,985.62	4,985.62
		Bitterroot	0	2.0	0	1	1	247.54	247.54		
		Targhee	0	1.0	0	.5	.5	247.54	123.77	289.86	123.77
		Challis	0	0	0	0	0	247.54		521.75	
304	Kamiah	Clearwater	0	83.5	0	39.66	39.66	288.38	11,437.15	4,415.48	4,415.48
		Nezperce	0	39.5	0	19	19	288.38	5,479.22	3,593.99	3,593.99
		Kaniksu	0	4.0	0	1.9	1.9	288.38	547.92		
		Bitterroot	0	0	0	0	0	288.38		1,232.23	
		Payette	0	0	0	0	0	288.38		924.17	
		Salmon	0	0	0	0	0	288.38		102.69	
351	Malad	Caribou	0	5.0	0	2.37	2.37	231.88	549.55	477.96	
		Sawtooth	0	0	0	0	0	231.88		77.81	
394	Avery	St. Joe	0	24.0	0	11.5	11.5	608.06	6,992.69	587.55	587.55
		Coeur d'Alene	0	0	0	0	0	608.06		447.68	
		Clearwater	0	0	0	0	0			32.05	
421	McCall	Payette	0	198.0	0	94	94	296.55	27,871.00	6,633.34	6,633.34
		Boise	0	19.0	0	9	9	296.55	2,668.95	13,888.55	2,668.95
		Sawtooth	0	2.0	0	1	1	296.55	296.55		
		Nezperce	0	1.5	0	1	1	296.55	296.55		
		Salmon	0	0	0	0	0	296.55		207.09	
422	Cascade	Boise	3.5	100.0	3	45.5	48.5	345.84	16,773.24	5,895.71	5,895.71
		Payette	0	1.5	0	1	1	345.84	345.84	2,815.86	345.84
		Salmon	0	0	0	0	0	345.84		87.99	
432	Cambridge	Payette	0	33.0	0	15.67	15.67	530.85	8,318.42	638.88	
	Total loss										178,477.46

SUMMARY OF PUBLIC LAW 874 PROGRAMS AND PROJECTED LOSSES SUPPLIED BY HAROLD FARLEY, IDAHO DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION

We have thus far painted a picture of the need and benefits of Public Law 874 in order to keep our small rural school districts at least moderately solvent.

But what is the effect of the 1966 amendment to P.L. 874? It would require that the districts give up as much of their entitlement as they receive in payment from the forest reserve funds from the sale of timber from the national forest lands within their respective counties. This would be a reasonable suggestion, Mr. Chairman, if the districts were using those forest funds for maintenance and operation. But such is not the case in Idaho, nor I have been informed by colleagues from other Western states, in most other states.

The Idaho State Legislature made specific reference to these forest funds in Idaho Session Laws of 1957, Chap 116 (S.B. 101). The legislature directed that the funds each county received from the sale of timber in the national forests be divided between the county road funds and the local school districts, with school districts receiving 30 per cent of the total share. It further specified that the school districts would use these funds for the purchase of school sites, construction of new school buildings and the remodeling of existing buildings. In other words, to be used for capital investment, but not for current educational operations.

Yet the 1966 amendment to P.L. 874 would force local districts to subtract from their operating funds monies they have been receiving for construction purposes.

What we appear to be talking about, Mr. Chairman, is not P.L. 874 at all, but rather, P.L. 815, the companion measure that provides federal construction assistance to impacted school areas. I shall return to this point in a moment, but first, let me cite the critical situation that now exists as a result of the 1966 amendment.

Local school budgets are prepared long in advance of the federal budget. In order to provide needed funds for the 1966–67 school year, local districts prepared their budgets shortly after the first of the year and by mid-April, most budgets had been approved by the trustees and put into effect by July 1 in order to prepare for the September start of the school year.

In Congress, however, the second session of the 89th Congress was not notable for its speed. At the time the local districts implemented their 1966–67 school year budgets, Congress had yet to act on any education bill. It was not until late October that a bill was approved and it did not become law until November. By this time, the schools were well into their 1967 fiscal budget and were totally unprepared for the amendment to P.L. 874 when it first came to their attention in mid-December in regional U.S. Office of Education meetings. Our rural districts already had programmed into their meager budgets all the projected P.L. 874 funds they would be entitled to, based on the number of children in their district who were federally-connected.

On Dec. 27, 1966, this was first brought to my attention by Mr. Jerry L. Evans, superintendent of the Cascade, Idaho, Public Schools, another small district, flanked on all sides by the Payette National Forest. He had just come from a meeting with the Regional Representative for Public Law 874. Mr. Evans wrote me:

I came away both dejected and bewildered.

We were told that the new bulletin of regulations requires that monies rereceived from the Federal Forest Fund must be subtracted from the amount of our P.L. 874 entitlement. This is a drastic change and for all practical purposes, eliminates this school district from the P.L. 874 program.

The most serious problem involved with this is that this money was budgeted as anticipated revenue and in reality has been pretty well expended by this time in the budget year.

I just cannot imagine that the intent of Congress was to cripple the operation of this school district as will surely have to happen.

Shortly thereafter, I received many more cries from other superintendents in Idaho. It became obvious that they were in serious trouble and needed quick relief.

I next conferred with Mr. B. Alden Lillywhite, Director of School Assistance in Federally Affected Areas for the U.S. Office of Education. He agreed that immediate relief should be provided and that it was not the intent of the U.S. Office of Education to strike at the financial support of the small rural school. With advice from Mr. Lillywhite's office, the language of S. 382 was drafted.

S. 382 would amend P.L. 874 to eliminate any deductions from the 1967 fiscal year entitlements of all districts. This should be done, Mr. Chairman in order to avoid penalizing the districts—and the children therein—for a situation that was not of their making. They had no warning of the proposed change; they made their budgets up in good faith, based upon past years and it was Congress that was dilatory in waiting until late Fall to enact the bill.

This would provide relief for this year, but what of the future? Let me return to the matter of how the local districts had been using federal timber sales shares in the past.

As many of my colleagues from metropolitan areas know, and almost all from rural areas know, getting school bonds approved by the voters is, at best, a difficult task. Add to the natural reluctance of the voters the problem of a limited tax base and you have the situation facing most rural educators. School construction money has been hard to come by and P. L. 815 has been as much of a blessing as P.L. 874. Added to the P.L. 815 funds have been the monies the districts have been getting as their share of the forest timber sales. It is from the school districts' construction nest eggs that we will be subtracting the forest monies.

We recognize, Mr. Chairman, that there is certain justice to the argument that no matter how the districts have been using these forest funds, it does amount to a form of double payment. It is more true in relationship to operating funds than to construction monies.

I do not think that it was the intent of Congress in the 1966 amendments to P.L. 874 to wipe out the carefully conserved building funds that districts had so painfully accumulated.

Accordingly, S. 382 offers a reasonable solution and formula for future years I might point out, Mr. Chairman, that it has the approval of the U.S. Office of Education, and I have also submitted it to our Idaho rural educators who are generally in agreement.

After first providing immediate relief for the current fiscal year, S. 382 then proposes that school districts shall apportion all future Federal forest and lieu monies, apart from P.L. 874 and 815, in the same ratio between operating expenses and capital outlay, as the districts apportion their revenue from State and local sources. Then, only that portion of the timber sales money used for actual operating expenses would be deducted from P.L. 874 entitlement and the share allocated to the school construction fund would be unencumbered.

For example, a district that budgets 60 per cent of its total revenue from state and local sources for current operating expenses, would be required to deduct 60 per cent of its forest lands revenue from its P.L. 874 entitlement. But it would still be able to retain 40 per cent of those latter funds for future building needs.

Thus, S. 382 accomplishes its two objectives. It provides relief to the school districts from the current deficit they find themselves in this fiscal year due to the time lag between their budget preparations and approval of the federal legislation last November. It further leaves the school districts with at least a portion of their badly-needed building construction funds.

I respectfully urge the subcommittee, Mr. Chairman, to give quick and favorable consideration to S. 382 since time is growing short and, as the attached letters and included tables show, the situation is most critical.

I thank the sub-committee for the opportunity of presenting my views and ask that the record of the hearing include the attached letters from Idaho educators in support of S. 382.

JOINT CLASS "A" SCHOOL DISTRICT NO. 241,
IDAHO AND ADAMS COUNTIES,
Grangeville, Idaho, January 3, 1966.

Hon. FRANK CHURCH,
U.S. Senate,
Washington, D.C.

DEAR SENATOR: The ruling that U.S. Forest Funds received by school districts would be subtracted from 874 funds, if the 874 funds were received as a result of logging activities, seems entirely unfair to school districts in Idaho which have budgeted for these funds and are half way through their fiscal year. We are building a $225,000.00 building at Riggins and have budgeted $76,000.00 of this from U.S. Forest Funds. The Building is about 80% complete. If we lose about

$40,000.00 (which we estimate we will if the present ruling is enforced) it will put us in an extremely difficult financial position.

To show you how unfair this is Cottonwood received $9,730.63 and Kamiah received $10,268.55 from 1966–67 Forest Funds and neither has one acre of forest land and so will have no deduction from their 874 funds. We have all the forest lands so will lose about $40,000.00 (You probably know that the Forest Funds which go to school districts are divided between the school districts within a county according to the average daily attendance in each district. I'm not in agreement with this distribution either but have not complained too much since we had the bulk of the students.)

We have no quarrel with the ruling that Forest Funds should be used for capital outlay. If a deduction is to be made we can see some justification to deduct from 815 funds but not from 874 funds.

Our Taxpayers pay 10 mills or over $100,000.00 each year for interest and bond redemption (this is a 20 year bond with 12 more years to pay) while they get nothing from the thousands of acres of Federal forest land. As you know we have about 4.5 million acres of U.S. forest land in our school district. It seems only a small gesture on the Federal Government's part to let us use Forest Funds for capital outlay since we get nothing from Federal lands to help redeem our bonds.

It seems to us that the ruling should remain as it has been in the past. (Forest Funds would be subtracted from 874 funds only if used for maintenance and operation.)

If this cannot be accomplished the very least we should expect is that the ruling not apply this year because we are already half way through the year with Forest Funds and 874 both committed.

We understand this ruling came from the Committee on Federally Affected Areas from the U.S. Office of Education under B. Alden Lillywhite.

As you can imagine this came as quite a shock to us so would you please see if this ruling can't be reversed? If there is anything we can do please call us.

Sincerely,

EARL VOPAT, *District Superintendent.*

JOINT SCHOOL DISTRICT NO. 171,
Clearwater County, Idaho, December 30, 1966.

Mr. FRANK CHURCH,
Senator, State of Idaho,
Senate Office Building,
Washington, D.C.

DEAR SENATOR CHURCH: This letter has been written to request your cooperation and assistance in evaluating an interpretation placed on a section of Public Law 874 entitled "Deductions of Tax Receipts from Federal Property".

All school districts that receive revenue from P.L. 874 and shared revenue from Forest Service Funds will suffer a loss of income as the result of this interpretation. Income from Federal property will now be deducted against students claimed against that property. In our case, all pupils claimed against Forest Service property will be deducted from P.L. 874 funds. This ruling was made by the Federally Affected Area Committee from the U.S. Office of Education and was sent out from Mr. Allen Lillywhite's office in Washington, D.C.

All school districts that receive P.L. 874 funds have already placed in their 1966–67 budgets anticipated money from this service and as it will be subtracted from already received Forest Service Funds, our district will lose approximately $22,000 of revenue planned on for the present 1966–67 budget.

It seems inconsistent that shared revenue returned to school districts as the result of cutting of trees located on Federal property, and by law designated as a Capital Outlay Fund would be deducted from P.L. 874 funds which by the same token is a current expenditure fund.

Joint School District #171 has approximately 300 more students than a year ago, mainly as the result of Dworshak Dam. As these pupils are in our district as the result of this construction, it appears very inconsistent to deduct from the actual funds P.L. 874 appropriated for this impact. I am hesitant to believe this was the intent of congress to place this interpretation on the law.

Thanking you in advance for your inerest and help, I remain,

Yours very truly,

MICHAEL L. CASSETTO,
District Superintendent.

GILROY'S GENERAL MERCHANDISE,
Kooskia, Idaho, January 12, 1967.

Hon. FRANK CHURCH,
U.S. Senate,
Washington, D.C.

DEAR SENATOR CHURCH: It has come to our attention that a ruling has been made by the Committee on Federally Affected areas from the U.S. Office of Education under B. Alden Lillywhite, that the U.S. Forest Funds received by School Districts would be subtracted from the 874 funds, if the 874 funds were received as a result of logging activities.

This will be a very hard jolt to our Idaho County School District 241 causing them a loss of about $40,000.00 in Federal Funds this year. The sad part of this is the funds have already been budgeted and a new addition has been started at Riggins at a cost of about $225,000.00 and this project is about 80% complete. Last year a new addition was made at the Kooskia Grade School, and the year previous a new Grade School, was constructed at Whitebird. These additions have been constructed from the Forest funds. The District is already carrying a heavy Bond load that has another twelve years to run.

As you well know Idaho County has about 4.5 million Acres of U.S. Forest land from which the only revenue the School District gets is through the U.S. Forest Funds and the 874 Funds.

If there is any way that you could help to get this ruling reversed or at least recoonsidered for at least the present year it would be greatly appreciated and be of a big help to our schools.

Yours very truly,

W. RAY GILROY.

CASCADE PUBLIC SCHOOL DISTRICT NO. 422,
Cascade, Idaho, December 20, 1966.

Hon. FRANK CHURCH,
Senate Office Building,
Washington, D.C.:

I recently attended a meeting conducted by the Regional Representative (Denver) for Public Law 874. This meeting was held in Boise for administrators from the schools in this part of our State that participate in the Public Law 874 Program. I came away both dejected and bewildered.

We were told that the new Bulletin of regulations requires that monies received from the Federal Forest Fund must be subtracted from the amount of our P.L. 874 entitlement. This is a drastic change and for all practical purposes eliminates this school district from the P.L. 874 program.

The most serious problem involved with this is that this money was budgeted as anticipated revenue and in reality has been pretty well expended by this time in the budget year.

I just cannot imagine that the intent of Congress was to cripple the operation of this school district as will surely have to happen. It has been mentioned that Public Law 89–10, Title I funds might be used to help at this time. Our school district is one of the few that cannot qualify for any funds under this act. So as you can see we are in a financial dilemma.

I do not know where this critical decision was made or what can be done to change it. I only know that you have worked long and hard to save the P.L. 874 program and I thought you should know of this latest development. I would request that you look into the matter and see if there could be some change made. This affects relatively few schools in Idaho but those affected have received a severe blow.

Thank you for your time and effort in this matter.

Sincerely,

JERRY L. EVANS, *Superintendent.*

BONNER COUNTY CLASS A SCHOOL DISTRICT NO. 82,
Sandpoint, Idaho, February 9, 1967.

Hon. FRANK CHURCH,
U. S. Senator, Senate Office Building,
Washington, D.C.

DEAR SENATOR CHURCH: I received notice of the bill you introduced in the Senate with regards to providing relief to our schools. I am a member of the

School Board of Bonner County School District No. 82. Our district is a consolidated district encompassing all of Bonner County. It is one of the largest districts in the United States; about 60 per cent of our real estate is in forest service land.

We had one of the finest stands of timber in the country some 50 years ago, however, it will soon be a memory of the past. And as far as being of any value to the school or county in proportion to what the timber is being sold for by the Government, it isn't a drop in the bucket.

I purchased or did purchase U.S. forest timber sales until the stumpage price climbed too high. As a small operator I paid around $84,000 for stumpage in a short period of time; this is approximately as much as we received in a three year period for support of our schools.

The money we receive from Public Law 874 entitlement does not begin to pay the cost of educating our federally-connected children. We have spent some $600.00 per student in the past 15 years to house our students, besides our annual budget for Maintenance and Operation of $1,720,000.00 for 3700 students.

These forest service lands divide our population so much that we have to operate 42 school buses to get our children to the 18 school buildings in the district. Local tax payers even have to pay taxes for the construction and maintenance of long stretches of county roads so the forest service personnel can get to the forest.

It was quite a shock to us on the school board when we found out that the government wanted to get out from under what little aid they were giving us. Maybe it is more important to spend the money on a moon shot than for the government to help pay for the education of children in a county where a large portion of the property is owned by the United States Government.

Most of our public utilities, who pay about ⅔ of our local property taxes, have paid their 1966 taxes under protest. The Supreme Court of Idaho has just handed down a decision in favor of the utilities in Idaho; hence we won't have enough funds this year to pay some 175 teachers we have, besides the other 100 employees of the district. I wish those who want to take what Forest Lands Funds and Impact assistance we receive were faced with the problem of raising taxes to meet these bills, when such a small amount of income is realized from these thousands of acres of tax exempt land the government owns in our county.

We appreciate your help, Senator, keep up the good work.

As ever your supporter and friend,

V. A. VERHEI.

SCHOOL DISTRICT NO. 271,
Coeur D'Alene, Idaho, January 27, 1967.

Hon. FRANK CHURCH,
Senate Office Building, Washington, D.C.

Dear SENATOR CHURCH: Received your Washington release concerning the problem of school districts having Federal Forest money substracted from the 874 money. Our district would come up short by about $9,000. This money was budgeted in good faith on the basis of all information supplied by the Federal and State agencies.

I am sure that states without Federal lands do not realize the problem of securing revenue from non-tax producting lands. Each year our Federal Forest payments have been getting less and less when the production has increased and more revenue is being received for the sale of timber.

Any help you can give to correct this situation will be greatly appreciated.

Sincerely yours,

S. CLAY COY, *Superintendent of Schools.*

GARDEN VALLEY SCHOOLS,
SCHOOL DISTRICT NUMBER 71,
Garden Valley, Idaho, January 3, 1967.

Hon. FRANK CHURCH,
U.S. Senate, Washington, D.C.

At a recent conference on federal impact funds held by Harold Farley of the Idaho State Dept. of Education, we were informed that our School District's Federal Forest Funds would be subtracted from our P.L. 874 Title I impact funds for the school year 1966–67.

I wonder if our U.S. Legislators were aware that School District budgets are prepared and approved prior to July 1 preceding the next school year and all of

the Idaho Schools have budgeted the anticipated revenue from both the Federal Forest funds and the P.L. 874 impact entitlement to support their school plan for this term. If this revenue is subtracted it will mean either cutbacks in our school program or deficit spending.

Our school will loose $6,288.49 if the ruling given us is applied. This will mean a loss of funds equal to approximately one and one-eighth of our teachers salaries or 7.42% of our total budgeted expenditures. Since we have a faculty of only eight and one-half full time teachers it would mean a cut back of 14% of the teaching staff.

The Federal Forest Funds are merely a re-embursement for lands withdrawn from the county assessments and the P.L. 874 funds are re-embursement for impacted students whose attendance in our schools are the result of Federal employment within this area of parents who pay no direct property taxes in support of our school.

We started a building program in 1964, budgeting our Forest Income to make the payments on the Bond Issue we floated to build new High School facilities. If the Forest Funds are subtracted from the P.L. 874 funds, it will mean either a cutback in quality and quantity of education offered by our school or the taxpayers will be burdened with an extra six and one-half mill levy.

I hope this information will help you convince the persons responsible for the change in policy to reconsider their actions since it has been the policy of our leaders on both parties to aid educational systems with financial help wherever possible.

Sincerely yours,

IRA RODEMARK, *Superintendent.*

FOREST FUNDS

IDAHO SESSION LAWS OF 1957

CHAPTER 116 (S.B. NO. 101) (PAGE 194)

Section 2. County Apportionment of Forest Reserve Funds.—The treasurer of each county receiving a portion of this fund shall immediately allot seventy per cent (70%) of this money to the county general road fund and to the treasurer of the highway districts and good road districts in the county in proportion to the mileage of each within the county, to be expended for the construction and repair of roads and bridges, and thirty per cent (30%) to the various school districts and joint county school districts within the county in proportion to the number of pupils in average daily attendance in each district in the year immediately prior to this distribution. The distribution of such moneys to the respective school districts entitled thereto shall be in addition to and without regard to any assistance to such school districts from any and all other sources in maintaining the minimum educational program and minimum transportation program.

Forest Funds

Idaho

Section 4. Use of such moneys.—The school portion of this money may be retained, accumulated aid expended for the purchase of school sites and for the construction and remodeling of school buildings, within the disposition of the trustees of the respective school districts; provided, that when, within the description of the trustees of the respective school districts; such moneys are not so needed they may be expended for current expenses.

NOTE.—Prior legislation apportioned money to the county school fund and "the same shall be apportioned as other moneys in the county school funds are apportioned." 33–1101—Idaho Code

STATEMENT OF HON. LEN B. JORDAN, A U.S. SENATOR FROM THE STATE OF IDAHO

Senator JORDAN. Mr. Chairman, I appreciate the opportunity to present my views on a matter of urgency and equity to a number of school districts which are faced with an unanticipated and critical revenue loss.

A change in Public Law 874 signed into law late last fall has imposed serious financial hardships on school districts in which a large percentage of the land is federally owned.

The bill presently before the subcommittee, S. 382, which I have joined my colleague Senator Frank Church in sponsoring, is intended to provide immediate help for this situation as well as long-range relief.

The difficulties stem from an amendment contained in Public Law 89–750. This amendment was explained to Mr. B. Alden Lillywhite, Director of School Assistance for Federally Affected Areas, the U.S. Office of Education, in his bulletin of November 15, 1966 as follows:

> This amendment makes the following three changes in the provisions relating to deducting taxes and federal payments from gross entitlement. (A) Taxes or payments-in-lieu-of-taxes, and any other payment made with respect to federal property pursuant to any law of the United States other than Title I of P.L. 874 and paid on account of "federal property," will be deducted from gross entitlement computed for a school district only to the extent of the entitlement computed for children connected with the federal property on account of which the taxes or payments were made. This is the same basis as earnings on forest lands, Taylor Grazing funds, and other similar federal payments now are deducted. (B) No deduction will be made when the total amount of the deductible items for an applicant in a year is less than $1,000.
>
> (C) Districts no longer may avoid a deduction by not making "other federal payments" available for current expenses. The entire amount of "other federal payments" as defined in subsection (b)(1) of section 2, "tax payments, payments-in-lieu-of-taxes and other federal payments" received by a school district in any year for any purpose will be deducted from gross entitlement.

S. 382 is intended to focus on the last mentioned change outlined in Mr. Lillywhite's explanation.

Schools in the State of Idaho are adversely affected by this change. In Idaho, aside from Public Law 874 entitlements, moneys from forestry reserve funds, representing a portion of revenues from the sale of timber in the national forests, constitute the largest source of income to school districts from Federal payments on account of Federal property. Idaho law requires that districts must spend these funds for capital outlay expenses. They are not available for maintenance and operation expenditures.

Thus, what the change does, in effect, is subtract moneys which are now required by law to be used for capital outlay from entitlements for funds which are required by law to be used for maintenance and operation. The result is a substantial reduction in operating funds available to school districts.

Formerly deduction of "other Federal payments" from Public Law 874 entitlements was required only to the extent that such payments were actually available for current expenditures. This old system allowed the school districts to keep the full amount of Federal payments with respect to Federal property which were used for differing purposes. Last year's change was apparently made on the basis of a determination that this system permitted an unwarranted double payment.

I would agree that this conclusion is technically accurate. However, its application only aggravates a condition which finds school districts in public land States in serious financial straits because of the overall inadequacy of Federal payments made to offset the impact of Federal ownership.

Consider conditions in Idaho. Over 34 million acres or two-thirds of the total land area of the State is federally owned and therefore not on the tax rolls. In some districts the percentage of Federal ownership is as high as 80 percent.

According to the "Commissioner on Education's Sixteenth Annual Report on Administration of Public Laws 874 and 815," published June 30, 1966, applications from Idaho for Public Law 874 funds in fiscal 1966 were claimed against about 21 million acres of eligible Federal properties. This acreage figure closely approximates the total national forest acreage in the State or over 40 percent of the total land area. Forest funds apportioned to Idaho schools in fiscal 1966 equaled about $370,000 and Public Law 874 funds paid to Idaho that year equaled about $2.4 million. These total $2.770 million.

A Forest Service study in 1962 showed that the estimated yearly tax revenue from national forest lands in Idaho if these lands were on the tax rolls would be $5.3 million. Discounting the fact that by 1966 this estimate would have become higher, it is still abundantly clear that, if these lands were not federally owned, there would be considerably more money available to school districts.

Local taxing in Idaho distributes as much as 80 percent of revenues to education. If $5.3 million were added to the sums already collected from the present private property tax base the aggregate which could be released from schools would be substantially higher than the $2.770 million contributed by the Federal Government in recognition of the effects of its ownership.

Public Law 874 payments to Idaho schools do not begin to meet the full cost of educating the federally connected children. The table entitled "Idaho Public Law 874 Applicant Districts" prepared by Idaho Deputy Superintendent of Public Instruction Harold Farley and submitted to this hearing by Senator Church graphically illustrates that in nearly every applicant district the percent of 874 students to total students is substantially higher than the percent of 874 funds to current expenditures.

The point I wish to make is that it doesn't make real sense to speak of double payments when the aggregate of Federal payments made with respect to Federal property is woefully inadequate to do the job such payments are intended to do.

Mr. Chairman, let me emphasize that the districts affected by the change in deduction requirements are the very districts which are fighting merely for financial survival. They can scarcely hold the line, much less indulge in the luxury of planning to upgrade programs. Further, the areas affected are making a strong local tax effort. Some are levying the maximum allowed under State law. With the narrow tax base impelling high taxes on such private land as is available, bond issues are understandably a monumental task to pass. The deduction amendment which would take over $178,000 away this year imposes new hardships on districts already in a constricted financial position. They can ill afford any losses.

Part of the difficulties facing these districts this year are the direct result of the timing of congressional action on education matters. Public Law 89–750 was signed into law in November. The school districts had completed their planning for 1966–67 the preceding April. They had no chance to anticipate the revenue losses resulting from the new

deduction amendment. I do not believe it was ever the intent of Congress to penalize these districts in this way. Therefore, in the interests of simple fairness we should suspend for the 1967 fiscal year the new deduction requirements under Public Law 874 approved last year.

But we should also try to provide for the future. In consultation with the Office of Education on this matter we have agreed that future deductions of "other Federal payments" should be made on the basis of the same ratio that local tax funds are allocated to maintenance and operation. This formula gives some credence to the proposition that double payments should be disallowed, but it will reduce the losses in M. & O. funds incurred under the law as it presently stands and allow for planning on the basis of reasonable projections for revenues which can be used for capital outlay. We believe this formula will be more equitable than the present deduction of all "other Federal payments" from Public Law 874 entitlements.

Senator Church in his statement has included a number of letters which provide evidence of the favorable sentiment for S. 382 among officials of the Idaho districts affected. I do not wish to belabor this point by adding more of the same to the record, but I do want to point out that my correspondence corroborates the sentiments which the letters to my colleague express.

In conclusion, let me underscore the need for rapid action on this bill. This fiscal year is rapidly drawing to a close and in order for the 1 year suspension of the deduction requirements to take effect in time, the measure if it is to be approved, must be approved prior to June 30.

I respectfully urge the subcommittee to give quick and favorable consideration to S. 382. I thank the subcommittee for allowing me to offer my views on this urgent matter.

I request that House Joint Memorial 3 passed by the Idaho Legislature be included in the hearing record.

H.J.M. No. 3

A joint memorial to the Honorable Senate and House of Representatives of the United States in Congress assembled

We, your Memorialists, the members of the Senate and the House of Representatives of the Legislature of the State of Idaho, assembled in the Thirty-ninth Session thereof, do respectfully represent that:

Whereas, Public Law 874, as amended, has provided Federal funds to school districts for Federal impact students whose parents live and/or work on Federal property within a state's boundaries; and

Whereas, for sixteen years the Federal government has considered payments of funds to school districts on the basis of school district's current expenditures as a basis for fund payments; and

Whereas, the Eighty-Ninth Congress amended Public Law 874 in November, 1966, after school districts' budgets had been committed for major expenditures for the school year and districts would have no opportunity to replace funds which are reduced due to the amendment requiring that all funds received from property claimed be subtracted from available funds if one thousand or more dollars are received from property of Federal ownership; and

Whereas, Idaho State Law requires that funds received by school districts from Federal Forest cuttings be expended for capital outlay items and this type expenditure is usually committed for school construction and equipment early in a school year: Now, therefore, be it

Resolved by the Thirty-ninth Session of the Legislature of the State of Idaho, now in session, the Senate and House of Representatives concurring, That the Congress and the President of the United States are respectfully requested to delay the effective year of the amendment until the 1967–68 school year, which will give school districts an opportunity to make budget income adjustments: be it further.

Resolved, That the Chief Clerk of the House of Representatives, be authorized and he is hereby directed to immediately forward certified copies of this Memorial to the President of the United States, and to the Senators and Representatives in Congress from this state.

This joint memorial passed the House on the 6th day of February, 1967.

PETE T. CENARRUSA,
Speaker of the House of Representatives.

This joint memorial passed the Senate on the 8th day of February, 1967.

JACK M. MURPHY,
President of the Senate.

I hereby certify that the within House Joint Memorial No. 3 originated in the House of Representatives during the 39th session of the Legislature of the State of Idaho.

DRYDEN M. HILER,
Chief Clerk of the House of Representatives.

Senator KENNEDY of New York. Would you comment, Mr. Lillywhite?

STATEMENT OF B. ALDEN LILLYWHITE, ASSISTANT COMMISSIONER FOR SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS, OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Mr. LILLYWHITE. Mr. Chairman, I have been introduced for the record at the beginning of the hearing and it was stated also that the prepared testimony on the bill, S. 382 would be inserted in the record.

I see no reason to take very much time, but I would like to summarize a couple of things from the statement, and will do it just as briefly as possible. There are a lot of payments made to local government bodies on account of various kinds of federally owned property and taxes on private improvements on federally owned property. When Public Laws 815 and 874 were enacted, their purpose was to alleviate burdens on local school districts, most of which were caused by Federal property. It was felt advisable to deduct from the entitlement computed from a school district these other Federal payments and that was done in the law.

There were some problems developed after the law was in effect about a year. One amendment was made to deduct shared revenue payments only to the extent of the entitlement computed with respect to children on the Federal property. That was not done for tax payments.

In 1957 another amendment was made because it was found so difficult in some cases to tell when we should or should not deduct, particularly in things like TVA payments. The amendment was that the deduction would not be made unless the funds were received and the district actually had them available for current operating expenses.

Districts began, after this amendment went into effect, to transfer the money to capital outlay, and therefore it wasn't available for deductions. One State, Idaho, went so far as to pass a law requiring school districts to put all money into capital outlay, therefore avoiding all deductions. They could avoid putting into capital outlay only if they certified they didn't need any more school facilities.

One other problem that developed was the expenses of administering—some of these amounts are as low as $25 or $30 and you have to go up to the Treasury office to find out where they are. The school district didn't know where they came in.

Then there was dissatisfaction with the differences in the way some of these school districts were treated under the shared revenue payments and the tax payments.

So last year the administration recommended a number of amendments to 815 and 874. Some of them were minor and technically designed to improve administration and avoid minor inequities.

The deduction provision had three things: One, treat taxes and payment-in-lieu-of-taxes the same as shared revenue payments in making deductions.

Two, make no deductions if the amount was under $1,000; and three, it eliminated that "actually available" language, to prohibit the school districts from avoiding the deduction.

Now, we think that is proper, but the amendment was not enacted until November 2. The school budgets were made in May and June, and in some places earlier. They had operated on the other basis for several years, they didn't know there was going to be a change when they set these budgets.

S. 382 was designed to defer for 1 year that amendment. The administration takes this position: If the Congress wants to alleviate this burden on the small number of school districts, we have no objection. The deferral is only for 1 year. The Church bill also provides a slightly different method of making the deductions when it is picked up July 1, 1967.

The Church bill defers two of the provisions that were made last year; one that would help the district and the other that would prevent this avoidance of the deduction.

We feel that we can improve the language of S. 382. We have talked to both Senator Jordan and Senator Church. They agree with this objective completely. We have drafted language to accomplish the following: Defer only the one amendment for the current year and keep the other two in effect. All three of them would go into effect next year, but we would make a slight alteration in the method of making the deductions after July 1, 1967. I would add one other thing——

Senator KENNEDY of New York. Place that in the record at this point.

(The proposed language of the bill follows:)

PROPOSED TEXT OF S. 382 AS RECOMMENDED BY OFFICE OF EDUCATION, DEPT. OF HEATH, EDUCATION, AND WELFARE

A BILL To amend Public Law 874, Eighty-first Congress, with respect to the amount to be deducted from payments pursuant to such law on account of certain Federal contributions

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) subsection (e) of section 3 of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended to read as follows:

"CERTAIN FEDERAL CONTRIBUTIONS TO BE DEDUCTED

"(e)(1) In determining the total amount which a local educational agency is entitled to receive under this section (other than subsection (c)(4) thereof) for any fiscal year ending prior to July 1, 1967, the Commissioner shall deduct (A) such amount as he determines that agency derived from other Federal payments (as defined in section 2(b)(1)) and actually had available in such year for current expenditures, but only to the extent such payments are not deducted under the last sentence of section 2(a), and only to the extent the payments are made with respect to property on which children, counted for

purposes of this section, live or on which their parents work, and (B) such amount as he determines to be the value of transportation and of custodial and other maintenance services furnished such agency by the Federal Government during such year.

"(2) In determining the total amount which a local educational agency is entitled to receive under this section (other than subsection (c)(4) thereof) for any fiscal year ending after June 30, 1967, the Commissioner shall deduct—

"(A) the greater of (i) such amount as he determines that agency derived from other Federal payments (as defined in section 2(b)(1)) and actually had available in such year for current expenditures, or (ii) an amount which is the same percentage of the total of such payments in such year as that percentage of such agency's total revenues from local taxes in such year which was used for current expenditures, but only to the extent such payments are not deducted under the last sentence of section 2(a), and only to the extent such payments are made with respect to property on which children, counted for purposes of this section, live or on which their parents work; and

"(B) such amount as he determines to be the value of transportation and of custodial and other maintenance services furnished such agency by the Federal Government during such year.

"(3) The Commissioner shall make no deduction under this subsection from the entitlement of any local educational agency for any fiscal year in which the total amount to be deducted from such entitlement is less than $1,000."

(b) The amendments made by this section shall be effective as of July 1, 1966.

Mr. LILLYWHITE. I would add one other thing, the draft bill was just completed this morning. It has been sent to the Senators, they haven't had a chance to review it. My statement refers to the fact that they are entirely in agreement with what it was intended to accomplish.

Senator KENNEDY of New York. That will be fine, we will be happy to have their comments on it.

(The information referred to follows:)

MEMORANDUM FROM OFFICE OF EDUCATION RE STATEMENT EXPLAINING THE SPECIFIC EFFECT OF THE CHURCH-JORDAN BILL AMENDING PUBLIC LAW 874 AS MODIFIED BY LANGUAGE SUGGESTED BY THE OFFICE OF EDUCATION

When Public Law 874 was originally enacted, it provided that there should be deducted from the gross entitlement of any applicant school district "other Federal payments" as defined in the Act to determine the net amount that should be paid to the district. The term "other Federal payments" means payments in lieu of taxes, and any other payments, made with respect to Federal property pursuant to any law of the United States other than this Act. It was appropriate to make these deductions; otherwise, school districts would receive double payment for the same Federal property.

An amendment approved in 1958 provided that "other Federal payments" would not be deducted from P.L. 874 entitlement unless they "were actually available for current operating expenses." A number of school districts began the practice of setting these funds aside for capital outlay purposes thereby avoiding the deduction because they were not available for current operating expenses.

In fiscal year 1966 the Administration recommended and Congress enacted a number of minor technical amendments to both P.L. 815 and P.L. 874 that were designed to remove inequities and improve administration. One of three amendments relating to deduction removed the "actually available for current operating expenses" language put in the Act in 1958, thus preventing districts from avoiding the deduction by not making the Federal payments available for current operating costs. This amendment, effective for the 1966–67 school year, because law on November 3, 1966, by approval of P.L. 89–750. It required the Office of Education to deduct from P.L. 874 entitlements for fiscal year 1967 all "other Federal payments" received by school districts even though this requirement was not in effect when school budgets were adopted for the year.

S. 328 as modified by substitute language defers this amendment for fiscal year 1967 permitting the deduction provision to stand as it was when school budgets were prepared for the year. It also provides that when this deduction

provision becomes effective July 1, 1967, "other Federal payments" will be allocated to capital outlay and current operating expense purposes in the same proportion as the district's local taxes are allocated for these two purposes and only the operating funds would be deducted from P.L. 874 entitlements. Amendments made by P.L. 89–750 affecting deductions remain in effect.

Senator KENNEDY of New York. Mr. Lillywhite, here are some further questions we would want answered for the record. First, I understand that the administration does not recommend further extension of the temporary provisions of Public Law 815. Am I correct in my estimate that unless such provisions are extended it will be difficult, if not impossible, for the Public Law 815 program to construct schools in fiscal year 1968?

Mr. LILLYWHITE. That is correct, Mr. Chairman. The administration did not recommend extension for 1968. It is extended through 1967. Therefore, my statement will not recommend it, but I give you the facts on the situation.

When the budget was presented for 1967 it requested funds for the permanent provisions only. Those are the children that live on Federal property. The budget request was $22.9 million; it was estimated we would approve 45 to 50 projects for about 8,000 federally connected children. The temporary provisions were extended by the Congress. We now have the applications on file now for the year. There are 463 from local school districts. The estimated firm entitlement will be about $61 million. That is the difference when you have both categories in effect compared to when only the "A" category is in effect: 463 projects compared to 50 projects.

To say it one other way: In a normal year there are five children in the temporary provisions, "B" category, counted to every one in the "A" category. These 5 out of every 6 are the ones that will not be considered for entitlement or for payment or for being housed in school facilities if the temporary provisions are not extended.

Senator KENNEDY of New York. Assuming the Congress is going to extend the temporary provisions of Public Law 815, what are the relative merits of extending them for 2 years as opposed to 1 year?

Mr. LILLYWHITE. The law permits estimating the number of federally connected children that will be in the schools for 1 year beyond the end of the year in which the application is made. The purpose of this is to anticipate the growth at these Federal installations, get the money allocated, and build the school facilities for children by the time they come into the school district.

Now, if the extension is only until June 30, 1968, that is the year in which they will start making applications so they can't anticipate a year in advance and, therefore, cannot do as adequate planning as they would if there were a 2-year extension.

(The following amplification was subsequently received:)

MEMORANDUM FROM OFFICE OF EDUCATION RE PUBLIC LAW 815: EFFECT OF 2-YEAR EXTENSION OF THE ACT VERSUS A 1-YEAR EXTENSION

Public Law 81–815 previously provided that school districts could file applications considering "A" and "B" category pupil membership during the first and/or second year of a two year increase period for Federal assistance for the construction of urgently needed minimum school facilities. The Act thus made it possible for school districts experiencing increasing enrollments due to Federal activities to receive assistance approximately 15 to 18 months in advance of the actual impact if their applications were filed during the first year of the increase period.

These school districts, thus, were able to nearly keep up with their needs for school facilities.

This same concept was retained when Public Law 81–815 was amended by Public Law 89–750, which permitted districts to make applications covering increases in enrollment for one year after the end of the year in which the application is made. However, at present school districts may file applications for Federal assistance during the third and fourth year of the four year increase period for only "A" category pupil membership, a permanent provision of the Act because "B" category has been extended for only 1 year at a time. In this instance, schools experiencing sufficient impact in "A" category pupils have the similar privilege of planning 15 to 18 months in advance of their need for school construction with the assurance of some Federal financial support. Those school districts in which the major impact is experienced in "B" category membership have been able to file only during the *last year* of the increase period in fiscal years 1966 and 1967. These school districts, thus, are unable to provide minimum school facilities for federally connected pupils already in the membership of the districts' schools. Illustrations of this latter situation are:

(1) Columbus County Board of Education, Georgia, is a district which filed an application for the February 20, 1967 cutoff date showing a need for school facilities for an increase of 679 "B" category federally connected membership. The unhoused pupils, those without minimum school facilities, numbered 726 at the end of the increase period and double this figure, as estimated, two years following the increase period. Although a reservation of funds ($397,215) has been made (May 1967), federally connected pupils now enrolled in the school district will be without needed minimum school facilities for at least the next 15 to 18 months.

(2) In the case of O'Fallon Community Consolidated School District, O'Fallon, Illinois, which also filed an application for the February 20, 1967 cutoff date, funds ($147,150) have recently been reserved for an increase of 218 "B" category federally connected pupils. In this district 424 pupils are unhoused as of the end of the increase period. Again the school district is unable to keep abreast of its need for facilities because of the limited one year extension of the temporary "B" category portion of the Act. The two school districts cited above are thus 15 to 18 months, at a minimum, behind meeting their school facilities needs.

In both instances the situation could have been avoided if the school districts could have filed applications covering one year beyond the end of the year in which the applications were filed.

Senator KENNEDY of New York. Since we are fortunate you are here, this morning, Mr. Lillywhite, I wonder if you may wish to make some remarks concerning the clarifying definitions of Federal property in section 301 appearing on page 47 of S. 1125 and such discussion as you may wish to give on part B of title III, page 48–52 of S. 1125.

Mr. LILLYWHITE. This is a very minor amendment. We had a couple of court cases that went against us because the language did not spell out in detail some minute situations. It had to do with property held in trust by Indians rather than property owned by the Federal Government, and all this does is clarify the definition so we know what to do about it.

Senator KENNEDY of New York. Thank you very much, gentlemen. Thank you very much.

Mr. LILLYWHITE. Thank you.

Senator KENNEDY of New York. Is there anything on the disaster extension that you have to offer?

Mr. LILLYWHITE. Well, I can cover that very shortly.

The office was given authority to provide disaster assistance 2 years ago. This authority had a life of 2 years. It terminates this June 30. We have had about 48 disasters since the program has been in effect, and the laws have worked well.

The administration has recommended that the provisions be extended in both 815 and 874. The 2 years experience has indicated that there are

about five or six very minor changes in the disaster authority that ought to be made, such as setting a de minimis, a limit on what we accept and process, and that is $1,000 or one-half of 1 percent of the school district budget.

Most of the disasters repair to school buildings is done with funds from the operating budget because it is broken windows and rain on the equipment, and part of a roof blown off. That ought to be done under Public Law 874 instead of 815. The proposed amendment gives authority to do the repairs under 874; out of the operating budget the normal way the school district would do it.

There are a few schools that are under State administration rather than a local district administration that were not covered by the law because they accepted the established definitions in 815 and 874. We would like to include those. There was one in the Louisiana hurricane we couldn't touch because it just didn't come under the definition. One provision said when there is damage which has occurred to a school district finances, you can restore it through the SIS disaster provisions to provide the level of education provided in the last school year. Well, the level of education is improving each year so we would just like to change that to the level of education in the current year.

There is one more: we can grant money to a public school district to build school facilities for children who were in private schools that were destroyed in a disaster if the private school is not to be rebuilt. But if there is no damage to the public school, and the private school has been destroyed and is not to be rebuilt we can't give money to the public school to do it. So we want to clear that up so you can do it whether the public school has damage or not.

And finally, the last one is we have to determine that the school district is exercising the diligence in collecting taxes and so on before you can grant the money. What we would like to do there is to eliminate the burden and effort provision for emergency situations and instead require districts to put all the money they have available into the program before we grant disaster assistance. Those are the amendments.

(The following amplification was subsequently received from the Office of Education:)

MEMORANDUM FROM OFFICE OF EDUCATION RE AMENDMENTS TO DISASTER AUTHORITY IN PUBLIC LAWS 874 AND 815

Public Laws 815 and 874 were amended by passage of Public Law 89-313 approved November 1, 1965, to give the Commissioner authority until June 30, 1967, to provide assistance to repair or replace school facilities damaged or destroyed by natural disasters, to provide temporary facilities while damaged facilities were being repaired or rebuilt and to provide operating assistance as may be needed in any area declared by the President to be a major disaster area. Prior to these amendments such disaster assistance was provided by the Office of Emergency Planning.

Although this was a new program for the Office of Education, the provisions have worked well in meeting the most urgent needs in disaster areas. Experience indicates a need for a few minor changes to adapt the provision more specifically to the problems found to exist and to extend the authority beyond June 30, 1967.

The amendments proposed to extend coverage to a few special public schools that provide elementary and secondary education, but are not covered by the Act because they are operated by a State rather than a local educational agency. They also would eliminate the burden, effort and needs test now required before

emergency assistance can be authorized, but would continue these requirements for assistance not of an emergency nature. This change is necessary because most school districts do not have in their yearly budgets funds to meet emergency disaster needs that occur during the year and they cannot get such funds until a new budget is approved for the following year. Under these circumstances the Office cannot give assurance that Federal assistance will be provided when the disaster occurs and emergency repairs must be made. The new provision requires districts to use all funds available for this purpose including insurance proceeds, but at the same time permits authorizing emergency aid when needed.

A minimum amount of $1,000 or one-half of 1 percent of the agency's operating budget for the year is established for any disaster claim. The purpose of this amendment is to avoid handling requests for very small amounts of money.

Section 7 of P.L. 874 authorizes Federal assistance on a continuing basis to finance a school program equivalent to that maintained the last full year prior to disaster. This last year's level requirement is not practical because school programs are improving each year. This amendment eliminates the phrase "during the last full fiscal year," and permits the district to continue at the level planned for in the current year. A provision is added to section 7(b) of the Act to authorize minor repair of disaster damage from operating funds under P.L. 874 in accordance with the normal practice of schools for making such repairs. The Commissioner is authorized to grant funds to a public agency in sufficient amount to house students that were in a private school that was destroyed by a disaster if the private school is not to be rebuilt. Under present wording this can be done only if there also is damage to public schools. The amendments extend the authority to provide disaster assistance under both Acts until June 30, 1969.

This disaster authority has worked exceedingly well. The costs are relatively small but the needs are urgent for those districts that experience disaster damage. There were 11 disasters during fiscal 1966 and 5 disasters thus far in fiscal 1967 for which applications have been received. The total cost of the disaster program for applications received in fiscal 1966 as of February 1967, exclusive of Hurricane Betsy, is estimated to be $114,039. It is estimated that for most years the cost would not exceed $750,000 a year.

Senator KENNEDY of New York. At this point in the record I order the prepared statement of Mr. Lillywhite inserted.

(The prepared statement of Mr. Lillywhite follows:)

PREPARED STATEMENT OF B. ALDEN LILLYWHITE, ASSISTANT COMMISSIONER FOR SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS, OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and Members of the Subcommittee, when Public Law 874 was originally enacted, it provided that there should be deducted from the gross entitlement of any applicant school district "other Federal payments" as defined in the Act to determine the net amount that should be paid to the district. The term "other Federal payments" means payments in lieu of taxes, and any other payments, made with respect to Federal property pursuant to any law of the United States other than this Act. This deduction provision was in keeping with the concept of the Act which authorized Federal payments to school districts for financial burdens imposed on them by Federal activities most of which resulted from Federal ownership of property. It was appropriate to deduct from the P.L. 874 entitlement of any district any other Federal payment made by the district on account of Federal property. If such a deduction were not made, the school district would receive double payment for the same Federal activity.

After a few years of operation a minor amendment was approved which provided that shared revenue payments (Federal Forest payments, payments on Migratory Game Refuge, etc.) be deducted from the gross P.L. 874 entitlement only to the extent that children were claimed on account of the Federal property for which the other Federal payment was made. Under this amendment a district that claimed $20,000 under P.L. 874 on account of children who lived on National Forest land within the district and also received $10,000 in payments from that Forest land would have $10,000 deducted from its P.L. 874 payments. This change was not at that time extended to cover tax payments, or payments in lieu of taxes.

In administering the deduction provision, it was particularly difficult to determine when certain kinds of Federal payments made to school districts such as

those from the TVA and some tax payments were or were not deductible. As a result, the Administration recommended, and Congress further amended the deduction provision effective for Fiscal Year 1968 to provide that "other Federal payments" would not be deducted from P.L. 874 entitlement unless they were received by a district and "actually were available in such year for current operating expenses." This provision meant that if the appropriate local governing authority made the "other Federal payments" available for capital outlay purposes rather than for current operating expenses for a given year, they were not deducted from gross P.L. 874 entitlement. A number of school districts began the practice of setting these funds aside for capital outlay purposes thereby avoiding the deduction. The State of Idaho enacted a law in 1957 requiring school districts to use these "Federal payments" for capital outlay purposes unless the local school officials determined that the district had no need for additional school facilities.

As the program continued, some school districts which received tax payments on private improvements on Federal property rather than shared revenue payments began to question why they were treated differently with respect to the deduction provision than districts receiving shared revenue payments. In addition, a number of the deductions were for very small amounts, as low as $20 or $25. A substantial number of school districts do not know the sources of some of their small amounts of income, particularly in areas where some funds are collected by the county and then redistributed under various arrangements to local school districts. As a result, some school officials failed to include on their final P.L. 874 report for the year the amount of such payments. This always caused problems. In many of these cases, it was necessary for the field representative from the Office of Education to review the records in the County Treasurer's Office to determine the amount of "other Federal payments" received by the applicant districts. This not only resulted in overpayments for some districts, but the administrative expense was substantial in view of the small amounts involved.

In Fiscal Year 1966 the Administration recommended and Congress enacted a number of minor technical amendments to both P.L. 815 and P.L. 874 that were designed to remove inequities and improve administration. These amendments made the three following changes in the method of making deductions under P.L. 874:

1. Tax payments were treated like shared revenue payments in determining the amount of the deduction; that is, they were to be deducted only to the extent of entitlement computed with respect to the Federal property which gave rise to the Federal payment;

2. Payments of $1,000 or less were not to be deducted;

3. The "actually available for current operating expenses" language put in the Act in 1958 was removed, thus preventing the districts from avoiding the deduction by not making the Federal payments available for current operating costs. These amendments, effective for the current school year, became law on November 3, 1966, by approval of P.L. 89–750.

By way of summary, the total amount deducted under Public Law 874 was $3,871,489; $4,031,241; and $5,185,424 in Fiscal Years 1964, 1965, and 1966, respectively. Amounts are deducted from the entitlement of about 870 school districts in all 50 States. The largest number of deductions are relatively small amounts of shared revenue payments made with respect to such Federal properties such as Federal Forests, Game Refuges, Taylor Grazing lands and few others. There also are a substantial number of small deductions and a few much larger deductions resulting from taxes on improvements on Federal lands. The larger amounts result from the isolated outleased industrial-type Federal properties which are taxed on the leasehold interest. It was estimated last year that the three-part deduction amendment would increase the cost of P.L. 874 by $400,000 a year. We have no reason at the present time to change that estimate.

The amendment covered by item no. 3 above required the Office of Education to deduct from P.L. 874 entitlements for Fiscal Year 1967 all "other Federal payments" received by school districts even though this has never been a requirement for a number of years and was not known to be a requirement when school budgets were adopted for the current year.

It is our understanding that S. 328 intended to defer for the current year that one amendment that prohibits school districts from avoiding the deduction, but the language as drafted would defer two of the three deduction provisions. This office has no objection to such a deferral if the Congress wishes to relieve the financial problem of these districts. The other deduction provisions made by P.L. 89–740 that would be deferred by the proposed bill should not be deferred for Fiscal Year 1967 because it removes an inequity for some small number of

districts. Accordingly, we have drafted language to accomplish this result which we suggest instead of the language included in S. 382.

It has often been said that the impact area program places Uncle Sam as the owner of large amounts of real property in the role of a local taxpayer. On this basis, the other Federal payments, either taxes or shared revenue payments should be allocated for capital outlay and for current operating expenses in approximately the same proportion as the district's local taxes are allocated. The second section of S. 382 proposed to make this change beginning July 1, 1967, and the office believes it is equitable. However, we believe the language included in S. 382 to accomplish this result can be improved. It proposes that distribution between current expenses and capital outlay be made on the basis of State and local tax funds available to a school district in any year. We believe it is preferable to eliminate the reference to State funds and base the distribution only on local tax funds available in any year.

We have discussed these proposed changes with staff members from both Senator Jordan's and Senator Church's offices and it is our understanding that they approve these changes.

Senator KENNEDY of New York. At this point in the record I order printed pertinent materal on hand and also that subsequently received for the record.

(The material referred to follows:)

RESPONSES FROM THE OFFICE OF EDUCATION TO QUESTIONS SUBMITTED BY SENATOR JAVITS

Q. Title I of ESEA provides that funds should be expended in areas having high concentrations of children from low-income families. However, this legislation provides that Teachers Corpsmen shall be used in areas having "concentrations of children from low-income families." Why do you feel that the Teacher Corps should not also cover "high" concentrations, especially in the light of the Administration's opposition last year to the Senate's eliminating "high" from Title I of ESEA?

A. At the present time, guidelines encourage projects to be conducted in schools where at least one-half of the children are from low-income families. However, the legislation does not include such language. The addition of the word "high" to the legislation would, therefore, be acceptable to both program officers and the Administration.

Q. The fear has been expressed that recruitment of teachers by the Teacher Corps will make teacher hiring more difficult for remote non-poverty rural areas now experiencing difficulties in securing teachers. What are your views?

A. The Teacher Corps does not recruit experienced teachers. Experienced teachers who serve as team leaders do so mostly in their own schools. Last year 72% of the team leaders served in their own areas. This year we expect that about 90% of the team leaders will be selected by the schools from among their own teachers. Last year 42% of the Teacher Corps interns, BA graduates who are not teachers, came from the local area. This year we estimate that it will be 50% or more since present interns, in behalf of their school systems and universities, will recruit at nearby campuses. Because of nationwide publicity some 30% to 40% of applications will come directly to the Teacher Corps. Their names will be submitted to programs in their areas in which they have asked to serve. Further, since the Teacher Corps recruits new sources of manpower for the teaching profession, the program should benefit non-poverty rural areas in the final analysis.

Q. The House has seen fit to extend the Teachers Corps for two years instead of the three years requested by the Administration. Is this two-year extension satisfactory to you?

A. A three-year extension is preferable to a two-year extension. The major weakness of Teacher Corps is that local schools and universities have not had enough time for planning. Any extension that increases the opportunity to plan will make possible more effective, less expensive programs.

Q. Does not the Administration find it inconsistent on one hand to advocate adding a local control provision for the National Teachers Corps but to fight against adding such provisions in other education legislation?

A. The Teacher Corps has always emphasized local control. The language change represents no policy change for the Corps. The "local control" amendment is also consistent with all other educational policies of the United States Office

of Education. Visibility for this principle was simply required in the case of the Teacher Corps program.

Q. Does the OE have sufficient experience to indicate what becomes of individuals after leaving the Teachers Corps? Do they continue teaching in poverty areas? Do they engage in training others for poverty-area teaching service? Is there any OE program for Teacher Corps "veterans"?

A. Since the Teacher Corps program is one designed for two years of service the program has not yet "graduated" its first class of veteran Teacher Corps members. However, an opinion survey was taken of the members by the Office. In this survey 91 percent of Teacher Corps interns did say they would continue in teaching: 81 percent in poverty schools. Experience with Master of Arts in Teaching Programs that have many elements of Teacher Corps training indicates that more teachers stay on the job when they have received specialized training in the teaching of the disadvantaged than do teachers trained at the undergraduate level for no specific teaching assignment.

Q. It has been indicated that of 10,000 applicants for the Teacher Corps only 1,213 were selected. Given the shortages of teachers in poverty areas, are those who cannot be used referred to school boards needing poverty-area teachers? Is there any special disposition with respect to the 88 percent of applicants who cannot be used?

A. All applicants have been asked for permission to refer them to school systems. Almost all applicants have granted this permission. Their names have been offered to any school system that is interested. Their names have also been made available to a central clearing agency, but such agencies charge a fee for making references. Articles have also appeared in various publications of NEA which inform school districts that Teacher Corps-Washington has files on hand of persons who wish to serve in poverty areas.

Q. Since the Federal Government furnishes all teachers in BIA schools, why does the Administration recommend amending the Act to provide OE funds—which otherwise would go for Teachers Corpsmen in the States—for the Teacher Corps for these BIA schools? To put it still another way, why should one Federal agency give subventions to another—should not Congress eliminate the "middleman" and give BIA the additional funds?

A. The Administration is requesting authority to place Teacher Corps teams in BIA schools because it is thought that such teams could greatly benefit the children in the schools. At present, BIA does not have the authority to employ or fund a two-year master's program combining both pre-service and in-service training for specialized teachers of low-income children. The Indian children now residing in or attending BIA schools would not receive the same benefits from simply increasing BIA funds to employ more "regular trained" teachers as they would from two years of service from Teacher Corps specialized personnel.

RESPONSES OF THE OFFICE OF EDUCATION TO QUESTIONS SUBMITTED BY SENATOR PROUTY

Q. I note that you are requesting that authority for the Teacher Corps be transferred from Title V of the Higher Education Act of 1965 to Title I of the Elementary and Secondary Education Act.

Why do you feel that the purposes of the Corps would be better served under the ESEA, and at the same time why wouldn't the program for the preparation of personnel in the education of handicapped children, which is now provided under P.L. 85-926, not also be transferred to ESEA?

A. It is appropriate that the Teachers Corps program be placed in Title I of the ESEA since it is currently administered jointly with other elementary and secondary education programs by the Bureau of Elementary and Secondary Education. The Teacher Corps was enacted with the mandate to supplement teaching staffs in poverty schools and to train new teachers for the disadvantaged. Only schools having concentrations of children from low-income families are eligible for Teacher Corps projects. In this respect the Teacher Corps is directed to the same schools as Title I. Teacher Corps teams have been at work this year in title I schools, providing an added resource to assist teachers in poverty schools. The program for training personnel for the education of the handicapped is currently administered jointly with other such programs for the handicapped by the Bureau of the Handicapped. It would, therefore, seem most appropriate to continue the present method of administration for this program.

Q. Would you explain to the Committee how salaries for experienced teachers are determined?

I noted in testimony given before the other Body earlier that the average salary is $8,770 for the first year and $9,800 for the second. This would appear to me quite high when you compare it to the average annual salary of classroom teachers in the United States which is $6,828. My understanding is that only San Francisco pays more than what experienced teachers are now receiving, which I understand is an average of $10,248. Furthermore, 92% of all classroom teachers earn less than $8,500. It would appear to me that the continuation of salaries at this level does a great disservice to our dedicated teachers who are performing the same work for far less pay and publicity. Would you care to comment?

A. Experienced teachers who serve as team leaders are paid according to local scales for comparable training, experience and responsibilities. Team leaders generally have master's degrees and 5 to 8 years of experience. Most of them are also paid a stipend for their supervisory responsibilities as team leaders for 3 to 4 interns on the basis of local stipend scales for such responsibilities. The schools selected their better trained and more experienced teachers as Teacher Corps team leaders. Rather than a disservice to the dedicated Teachers in the schools, such service, therefore, has offered them an opportunity for greater responsibility and recognition.

Q. For years we in Vermont, and I assume that other States, have had teacher training programs whereby senior education majors are assigned to particular schools in Vermont to practice teach for a number of weeks. The cost of this is borne by the student and the institution and is part of the curriculum. Would you comment on how this differs from the Teacher Corps?

A. The qualifications of a senior education major involved in practice teaching are quite different from those of a Teacher Corps intern. A senior education major is by definition an undergraduate student without any academic credentials at the time of his or her internship. The student or practice teacher, therefore, costs the school in terms of time demanded from the resident faculty and money in terms of bonuses paid to such faculty for undertaking the supervision of a student-teacher.

The conditions under which the student-teacher does his or her practice teaching also differ greatly from those conditions in which the Teacher Corps interns do service. Most practice teaching is carried out in model schools rather than in the poverty schools. Usually, the student-teacher is not held responsible for taking university courses or performing service to the community in projects outside regular school hours.

On the other hand, a Teacher Corps intern is a highly qualified person by the time he begins his practice teaching in a school. He has his BA and has completed pre-service training in the education of the disadvantaged. He is part of a team; he is supervised by and learns from a team leader outside the resident faculty. As such he contributes supplementary staff to the school rather than costing the school in terms of money and the time of the resident faculty.

The conditions under which a Teacher Corps intern earns his master's and does his "practice teaching" are far from those of the model school. He must deal with schools which report at least 50 percent of their enrollment is low-income. He must work closely with university faculty and the community while earning his master's and doing his service. The demands on his time are, therefore, twice as great as those of the student-teacher.

Q. You will remember that during our deliberations on the Higher Education Act of 1965, we passed an amendment which provides for 100% loan forgiveness for students with NDEA loans who agree to teach in certain schools which have a large proportion of disadvantaged children. Does this loan forgiveness apply to the Teacher Corpsmen also?

A. NDEA loan forgiveness does not apply to Teacher Corps interns because they are not regarded as having assumed full responsibility of teaching in the classroom. Theoretically, loan forgiveness does apply to the Teacher Corps experienced teachers. As the basic requirement for an experienced teacher to qualify for the Teacher Corps is a master's degree and five years of teaching experience, very few of these experienced teachers are still receiving loan forgiveness. The best estimate is fewer than 20 out of 268 experienced teachers now with the Teacher Corps program, are receiving this NDEA loan forgiveness.

Q. Do you feel that stipends, even at the reduced level of $75 a week, are necessary to attract dedicated personnel in the Teacher Corps, especially since Peace

Corpsmen and VISTA volunteers dedicate two years of their lives to serving the less fortunate for only a $50 a month stipend?

A. At $75 a week subject to federal, State and local taxes, the Teacher Corps interns will receive substantially less than the stipend paid to a person on a graduate fellowship. VISTA and Peace Corps Volunteers receive clothing, housing, food, and money put aside in a bank in addition to their monthly allowance. It will be as hard to live in the big cities of America on $75 a week as it is for a Peace Corps Volunteer to live in most parts of the world. At the end of their first year, most Teacher Corpsmen will receive offers of greater pay, but, so far, have chosen to be trained in this way in order to be able to do a better job.

Q. At present, who determines what schools the Corpsmen will serve in—is it the State Department of Education, the local school districts or your office?

A. The local school systems themselves request and develop Teacher Corps programs in cooperation with a nearby university that offers a master's degree program. The joint proposals must be approved by the State Department of Education. The legislation requires a distribution of programs among the States based on percentages of the population in poverty. Teacher Corps in Washington has the authority to finally approve projects only on the basis of quality determined by criteria established for such projects.

U.S. SENATE,
COMMITTEE ON INTERIOR AND INSULAR AFFAIRS,
Washington, D.C., June 23, 1967.

HON. WAYNE MORSE,
Chairman, Subcommittee on Education,
Senate Committee on Labor and Public Welfare,
New Senate Office Building,
Washington, D.C.

DEAR MR. CHAIRMAN: In the course of your Subcommittee's deliberations on S. 1125, I hope very much that attention may be given to the serious consequences to Montana Indian children, should provisions of the Elementary and Secondary Education Act be permitted to expire on 30 June. Continuing authority is urgently required so that two programs may continue uninterrupted. They are Improved Instruction and Improved Guidance in the Busby Boarding School, a Bureau of Indian Affairs elementary school with an enrollment of 295 children.

I should like, too, to associate myself with your remarks in the 21 June Record and with the hope you have expressed that other programs about to expire, provided for in Public Law 815, Department of Defense schools overseas and the vitally important School Disaster Act be continued without interruption.

When hearings are held on other amendments to Public Laws 815 and 874, I hope very much that the Committee will permit me to offer a more complete statement in behalf of two bills introduced by Senator Mansfield and myself, S. 1253 and S. 1374, copies of which are attached, together with introductory remarks. These proposals would provide loan funds to school districts which have suffered a "pinpoint" disaster—the loss of serious damage to a school by fire, tornado or other natural disaster. S. 1253 would authorize loans for reconstruction or repair and S. 1374 for current school expenditures.

Another matter which I hope the committee will investigate very carefully is the proposal to combine certain functions of the National Defense Education Act and of the Elementary and Secondary Education Act. I believe such an amalgam could only result in reduced effectiveness of each and, probably, reduced funds.

In connection with Montana's special needs, I have already written to you regarding the allocation of funds by the Office of Education for the migrant children's program. In addition, Montana and several other of the less populated states continue to be at a disadvantage because of the failure of Congress to authorize a minimum appropriation.

Very truly yours,

LEE METCALF.

ASSISTANCE FOR CURRENT SCHOOL EXPENDITURES IN CASE OF CERTAIN DISASTERS

Mr. MANSFIELD. Mr. President, my able colleague from Montana [Mr. Metcalf], has the well-deserved reputation of being an outstanding expert on American education. I was privileged to join with him earlier this month in introducing legislation which would provide advance Federal funds in local school districts

where schools were destroyed suddenly by fire, tornado, or other natural disasters.

I was prepared to follow his lead again today in the introduction of companion legislation which would amend Public Law 874 to permit additional Federal aid in disaster areas proclaimed by the President. Unfortunately, Senator Metcalf is ill today and cannot make the opening statement himself. I have a copy of his prepared remarks, however, and I ask unanimous consent that they be printed at this point in the Record.

There being no objection, the remarks of Mr. Metcalf were ordered to be printed in the Record, as follows:

"STATEMENT BY SENATOR LEE METCALF

"On 13 March 1967, for myself and the Senior Senator from Montana (Mr. Mansfield), I introduced legislation to provide for advance of Federal funds to help local school districts repair or replace schools destroyed by fire, tornado or other natural disaster or malicious mischief. My remarks and the legislation, S. 1253, are at page S. 3559 of the Congressional Record.

"As I pointed out in those remarks, we have a program for replacement of schools in areas sufficiently large to be declared disaster areas by the President at the request of a governor. But there is no comparable program to repair or rebuild an individual school, a "pinpoint" disaster to the students and the school district.

"Today, also for myself and the Senior Senator from Montana (Mr. Mansfield), I introduce an amendment to Public Law 874, under which Federal aid goes direct to local school districts for operation of schools in areas affected by Federal activities. Like P.L. 815, which we earlier proposed to amend by adding a 'pinpoint' disaster section, P.L. 874 provides for additional Federal aid in disaster areas proclaimed by the President. We would amend it by authorizing a Federal grant to the district operating an individual school, which is destroyed or badly damaged.

"The grant would help the district rent temporary classrooms and provide additional transportation and instructional materials, including textbooks, needed between the time of the loss of the school and its replacement.

"As I pointed out in my remarks on S. 1253, at all levels of government we share a responsibility for the education upon which democracy rests. Taxes collected at the Federal level of our government help build and operate schools. Taxes collected at the Federal level of our government help rebuild and operate schools in major disaster areas. This same help should be extended to the districts which suffer the loss of a school from a 'pinpoint' disaster, not large enough to qualify for designation as a disaster area under existing law.

Mr. MANSFIELD. Mr. President, the bill described by Senator Metcalf is the second of a two-part proposal to aid the Nation's schools which are stuck with sudden unforeseen disaster. The bill we have introduced, S. 1253, would amend Public Laws 815 and 874 to provide for advances of Federal funds to help local school districts repair or replace schools destroyed by fire, tornado, or other natural disaster or malicious act. The new bill provides for grants to local school districts for operational and equipment purposes.

The principle of Federal aid to impacted areas and Federal aid to education is well founded. The one area which is not included is when schools are badly damaged or destroyed, a "pinpoint" disaster, one which is localized and not large enough to be classified as a Federal disaster area.

The loss of a building is a major disaster to any school district. It means they have to have a source of funds for temporary facilities, moneys to construct a new school, replacement of equipment, and additional operating funds. I think we all know that very few school districts in the Nation are equipped, financially or otherwise, to cope with such situations without outside assistance. In Montana, we have had several such disasters in recent months; a high school was burned at Wolf Point, and a grade school was destroyed at Baker.

The expansion of Public Laws 815 and 874, as proposed by Senator Metcalf and I, would provide immediate loan assistance where the funds would be repaid from insurance and regular sources of school money. We propose grants where money is required for such things as rent on temporary facilities, equipment, and operational expenses which cannot be repaid from other sources While our action has been prompted by several unfortunate situations in our State, the desirability of including a retroactive provision for very recent disasters is something to be decided by the appropriate committees and the Congress.

The two legislative proposals we have introduced are designed to meet a need and to provide additional guarantees so that our Nation's schools will be the best housed, equipped, and operated in the world, even in time of disaster.

Mr. President, I send to the desk the bill for introduction, and ask unanimous consent that its text be inserted at this point in the CONGRESSIONAL RECORD.

The PRESIDING OFFICER. The bill will be received and appropriately referred; and, without objection, the bill will be printed in the Record.

The bill (S. 1374) to revise the provisions of Public Law 874, 81st Congress, providing assistance for current school expenditures in case of certain disasters, introduced by Mr. Mansfield (for himself and Mr. Metcalf), was received, read twice by its title, referred to the Committee on Labor and Public Welfare, and ordered to be printed in the Record, as follows:

"S. 1374

"A bill to revise the provisions of Public Law 874, 81st Congress, providing assistance for current school expenditures in case of certain disasters

"*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That section 7 of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), is amended to read as follows:

"'ASSISTANCE FOR CURRENT SCHOOL EXPENDITURES IN CASES OF CERTAIN DISASTERS

"'SEC. 7. (a) In any case in which—

"'(1) (A) the Director of the Office of Emergency Planning determines with respect to any local educational agency that such agency is located in whole or in part within an area which after August 30, 1965, and prior to July 1, 1967, has suffered a major disaster as the result of any flood, drought, fire, hurricane, earthquake, storm or other catastrophe which, in the determination of the President pursuant to section 2(a) of the Act of September 30, 1950 (42 U.S.C. 1855a(a)), is or threatens to be of sufficient severity or magnitude to warrant disaster assistance by the Federal Government; or

"'(B) the Commissioner determines with respect to any local educational agency that public elementary or secondary school facilities of such agency have been destroyed or seriously damaged as a result of fire, flood, hurricane, earthquake, storm, malicious action of any person known or unknown, or other catastrophe; and

"'(2) the Governor of the State in which such agency is located has certified the need for disaster assistance under this section, and has given assurance of expenditure of a reasonable amount of the funds of the government of such State, or of any political subdivision thereof, for the same or similar purposes with respect to such catastrophe; and if the Commissioner determines with respect to such local educational agency that—

"'(3) such agency is making a reasonable tax effort and is exercising due diligence in availing itself of State and other financial assistance, but as a result of such disaster it is unable to secure sufficient funds to meet the cost of providing free public education for the children attending the schools of such agency, and

"'(4) in the case of any such major disaster to the extent that the operation of private elementary and secondary schools in the school attendance area of such local educational agency has been disrupted or impaired by such disaster, such local educational agency has made provisions for the conduct of educational programs under public auspices and administration in which children enrolled in such private elementary and secondary schools may attend and participate: *Provided*, That nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction, the Commissioner may provide to such agency the additional assistance necessary to provide free public education to the children attending the schools of such agency, upon such terms and in such amounts (subject to the provisions of this section) as the Commissioner may consider to be in the public interest. Such additional assistance may be provided for a period not greater than a five fiscal year period beginning with the fiscal year in which it is determined pursuant to clause (1) of this subsection that such agency suffered a disaster. The amount so provided for any fiscal year shall not exceed the amount which the Commissioner determines to be necessary to enable such agency, with the State,

local, and other Federal funds available to it for such purpose, to provide a level of education equivalent to that maintained in the schools of such agency during the last full fiscal year prior to the occurrence of such disaster, taking into account the additional costs reasonably necessary to carry out the provisions of clause (4) of this subsection. The amount, if any, so provided for the second, third, and fourth fiscal years following the fiscal year in which it is so determined that such agency has suffered a disaster shall not exceed 75 per centum, 50 per centum, and 25 per centum, respectively, of the amount so provided for the first fiscal year following such determination.

"'(b) In addition to and apart from the funds provided under subsection (a), the Commissioner is authorized to provide to such agency an amount which he determines to be necessary to replace instructional and maintenance supplies, equipment, and materials (including textbooks) destroyed or seriously damaged as a result of such disaster, and to lease or otherwise provide (other than by acquisition of land or erection of facilities) school and cafeteria facilities needed to replace temporarily such facilities which have been made available as a result of the disaster.

"'(c) There is hereby authorized to be appropriated for each fiscal year such amounts as may be necessary to carry out the provisions of this section. Pending such appropriation, the Commissioner may expend (without regard to subsections (a) and (e) of section 3679 of the Revised Statutes (31 U.S.C. 665)) from any funds heretofore or hereafter appropriated for expenditure in accordance with other sections of this Act, such sums as may be necessary for immediately providing assistance under this section, such appropriations to be reimbursed from the appropriations authorized by this subsection when made.

"'(d) No payment may be made to any local educational agency under this section except upon application therefor which is submitted through the appropriate State educational agency and is filed with the Commissioner in accordance with the regulations prescribed by him. In determining the order in which such applications shall be approved, the Commissioner shall consider the relative educational and financial needs of the local educational agencies which have submitted approvable applications.

"'(e) Amounts paid by the Commissioner to local educational agencies under this section may be paid in advance or by way of reimbursement and in such installments as the Commissioner may determine. 'Any funds paid to a local educational agency and not expended or otherwise used for the purposes for which paid shall be repaid to the Treasury of the United States.'"

AMENDMENT OF PUBLIC LAW 815

Mr. METCALF. Mr. President, I send to the desk on behalf of my distinguished colleague, the majority leader, and myself a bill to amend Public Law 815. At all levels of government—local, State and Federal—we share a responsibility for the education upon which democracy rests. We meet that responsibility in many ways. We have State equalization programs, which spread the costs of education among local school districts, some of which have larger tax bases than others. And we have Federal programs aimed at guaranteeing to all American youngsters an equal opportunity for educational excellence.

One of these programs helps local school districts replace and rebuild schools in the areas proclaimed by the President to be disaster areas at the request of the Governor of the State. In this way, we meet our responsibility for education in broad areas hit by a flood, a hurricane or other major disaster.

But to the student, the loss of his school is a disaster—whether or not that loss can be so classified under existing legislation. He must go to class in makeshift classrooms, with little or no equipment, sometimes without even textbooks. This situation can go on for months, even years, while insurance is collected, plans and specifications are prepared, bids called for, contracts let and a new school is built or the old one is repaired. During this period, the students who went to that school are being educationally short-changed. This in itself is a serious situation. Even more serious is the problem facing the district which operates the school. The insurance carried on most of the schools with which I am familiar is a percentage of the average value of the plant. Seldom, if ever, is it enough to replace the structure. And frequently the district is at or near statutory or constitutional bonded debt ceilings which prevent residents of

the local district from bonding themselves for enough money to replace their school.

This problem was pinpointed recently in Wolf Point, Mont. There fire destroyed the high school operated by School District 45 of Roosevelt County. Some 470 youngsters were going to the school, built in 1952 at a cost of $1 million. It was built in part with funds available under Public Law 815 of the 81st Congress, now scheduled to expire at the end of June.

A horseback estimate is that it will cost $2 million to replace the structure. At the very most, I am told, the district may collect $750,000 on its insurance. Recently the residents of the district voted a $530,000 bond issue to add 10 classrooms to the existing school. That money has not yet been obligated so it may be available for rebuilding. So the district has $1,280,000 available for $2 million worth of school construction. The district has an additional bonding capacity of $215,000. If this were voted, the district would have $1,495,000, or $505,000 less than it would need to replace the structure which burned—with no provision for the needed enlargement.

The PRESIDING OFFICER (Mr. Spong in the chair). The time of the Senator from Montana has expired.

Mr. MANSFIELD. Mr. President, I ask unanimous consent that my colleague may have as much time as he desires to finish his remarks.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. METCALF. I thank my colleague.

Mr. President, this is not an unusual case. When my office called the Office of Education to discuss the situation, we were told that this was the third such case in a week. Fire, tornadoes and other storms, and malicious mischief regularly damage or destroy school buildings across the Nation.

With the great mobility of population in the United States, we can no longer refer to problems of this sort as being a local problem. Apart from the humanitarian reasons that we simply must do all possible to educate all of our children, it must be noted that the youngster who is deprived of education because of disaster, will undoubtedly become a worker and citizen of another locale. In short, it is to the mutual interest of the entire Nation to support this type of assistance.

For years, I have included myself among those concerned with the education of our youngsters. As a Member of the other body, I helped write extensions of Public Law 815, under which taxes collected at the Federal level go directly to local districts to help build schools in areas affected by Federal activities.

Public Law 815 now includes a section, under which schools can be replaced in major disaster areas. But there is no provision for replacement of individual schools, damaged or destroyed.

Public Law 815 is scheduled to end on July 1. I am sure Congress will extend it. For the consideration of the appropriate committees considering that extension, the senior Senator from Montana [Mr. Mansfield] and I propose to amend the law to provide for replacement of schools which are victims of pinpoint disasters.

Under our proposal, the Commissioner of Education could offer the school district an advance to replace the facilities damaged or destroyed. The advance would be in addition to the proceeds of insurance and money available from State, local, and other Federal sources, and would be repaid by the district.

This would help districts move promptly to meet an emergency classroom shortage.

Mr. President, I ask unanimous consent that our bill be printed at this point in the Record.

The PRESIDING OFFICER. The bill will be received and appropriately referred; and, without objection, the bill will be printed in the Record.

The bill (S. 1253) to provide loan assistance for the replacement of public elementary and secondary school facilities destroyed as the result of certain disasters, introduced by Mr. Metcalf (for himself and Mr. Mansfield), was received, read twice by its title, referred to the Committee on Labor and Public Welfare, and ordered to be printed in the Record, as follows:

"S. 1253

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 16 (a) of the Act of September 23, 1950 (Public Law 815, 81st Congress), is amended to read as follows:

"'SCHOOL CONSTRUCTION ASSISTANCE IN CASES OF CERTAIN DISASTERS

"'SEC. 16. (a) In any case in which—

"'(1)(A) the Director of the Office of Emergency Planning determines with respect to any local educational agency that such agency is located in whole or in part within an area which after August 30, 1965, and prior to July 1, 1967, has suffered a major disaster as the result of any flood, drought, fire, hurricane, earthquake, storm

"'(2) the Governor of the State in which such agency is located has certified the need for disaster assistance under this section, and has given assurance of expenditure of a reasonable amount of the funds of the government of such State, or of any political subdivision thereof, for the same or similar purposes with respect to such catastrophe; and if the Commissioner determines with respect to such local educational agency that—

"'(3) public elementary or secondary school facilities of such agency have been destroyed or seriously damaged as a result of such major disaster;

"'(4) such agency is making a reasonable tax effort and is exercising due diligence in availing itself of State and other financial assistance available for the replacement or restoration of such school facilities;

"'(5) such agency does not have sufficient funds available to it from State, local, and other Federal sources (including funds available under other provisions of this Act), and from the proceeds of insurance on such school facilities, to provide the minimum school facilities needed or other catastrophe which, in the determination of the President pursuant to section 2 (a) of the Act of September 30, 1950 (42 U.S.C. 1855a (a)), is or threatens to be of sufficient severity or magnitude to warrant disaster assistance by the Federal Government, or

"'(B) the Commissioner determines with respect to any local educational agency that public elementary or secondary school facilities of such agency have been destroyed or seriously damaged as a result of fire, flood, hurricane, earthquake, storm, malicious action of any person know or unknown, or other catastrophe; and

for the restoration or replacement of the school facilities so destroyed or seriously damaged; and

"'(6) in the case of any such major disaster, to the extent that the operation of private elementary and secondary schools in the school attendance area of the local educational agency has been disrupted or impaired by such disaster, such local educational agency has complied with the provisions of section 7(a)(3) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), with respect to provisions for the conduct of educational programs under public auspices and administration in which children enrolled in such private elementary and secondary schools may attend and participate.

the Commissioner may provide the additional assistance necessary to enable such agency to provide such facilities, upon such terms and in such amounts (subject to the provisions of this section) as the Commissioner may consider to be in the public interest; but such additional assistance, plus the amount which he determines to be available from State, local, and other Federal sources (including funds available under other provisions of this Act), and from the proceeds of insurance may not exceed the cost of construction incident to the restoration or replacement of the school facilities destroyed or damaged as a result of the disaster. In all cases determined pursuant to clause (1)(B) of this subsection, and in any other case deemed appropriate by the Commissioner, such assistance shall be in the form of a repayable advance subject to such terms and conditions as he considers to be in the public interest.'"

Mr. MANSFIELD. I wish to concur wholeheartedly with what my distinguished colleague has just said.

There is a situation of grave importance at Wolf Point, Mont., in the northeastern part of the State. It calls for prompt and effective action. My distinguished colleague has indicated a way and a means by which this can be achieved at the earliest possible moment, so far as the Senate is concerned. I join him in expressing the hope that action will be forthcoming shortly, to the end that

this very difficult situation can be successfully resolved so that the youngsters who attend the Wolf Point High School in Roosevelt County can be given the utmost consideration as speedily as possible.

Mr. METCALF. I thank my colleague. The people of Wolf Point in this particular situation find it just as serious as if it were a countrywide or regionalwide disaster under a Presidential proclamation.

The whole point of the bill is to provide equality and equity so that we can pinpoint the local disaster as well as the larger, regional disaster.

Mr. MANSFIELD. And, as the Senator has said, there is precedent for the action proposed.

ANNISTON PUBLIC SCHOOLS,
Anniston, Ala., June 8, 1967.

Senator JOHN J. SPARKMAN,
New Senate Office Building,
Washington, D.C.

DEAR SENATOR SPARKMAN: It is my understanding that the House and Senate Conferees on the second supplemental bill met last Wednesday, May 24th, and agreed to only $30,000,000 for P.L. 815 (School Construction). This, of course, cancelled out $18,000,000 for school construction and the full $20,000,000 for P.L. 874. The Conference Report was agreed to by both the Senate and the House on Thursday the following day and is now law.

Also, on Thursday the House acted on a 1968 appropriation for Health, Education and Welfare. Again, the Bureau of Budget recommendations were followed and the bill which passed includes $416,200,000 for P.L. 874 and $22,938,000+ for P.L. 815. These sums were the same as appropriated for the current year and of course are insufficient to meet the need for 1968.

In the case of P.L. 874, a need of $461,000,000 is estimated, which is 110.8% of the appropriation approved by the House. This will simply mean a proration in excess of 10% for all applicants including the large cities which will share in whatever appropriation is made.

In the case of P.L. 815, you will recall that the part of this law applying to children whose parents only live on or work on Federal property, expires June 30, 1967. Thus, the $22,937,000 appropriated by the House is *sufficient only* to meet the estimated need resulting from children who both live on and work on Federal property. Last week the House enacted amendments (HR–7819) to the Elementary and Secondary Act which extend the expiring provisions of P.L. 815 to June 30, 1968. However, unless the appropriation for P.L. 815 is increased, there will be insufficient funds to pay applicants under this extension. We will be in exactly the same position we have experienced the current year.

I understand that the Senate Committees on Education and Appropriation will be considering both HR–7819 and the 1968 HEW Appropriation Bill immediately, and I feel you want to know our need in the hope that you will make the necessary changes in both pieces of legislation. The changes are:

1. Ask the Senate Education Committee to extend the expiring provisions of P.L. 815 for two years instead of one year, or until June 30, 1969. This will avoid the problem of the authorization being made after the appropriation bill clears the House, *which results from a one year at a time extension.*

2. Ask the Senate HEW Appropriation Committee to—

   (a) Increase the appropriation for P.L. 874 to $461,000,000 the amount estimated to *pay full entitlements* without proration.

   (b) Increase the P.L. 815 appropriation to take care of the estimated amount needed if the Education Committee extends the temporary provisions for P.L. 815 for either a one or two year period.

   I am sure any Senator of the Senate Appropriations Committee can obtain this estimate from the U.S. Office of Education, even though it may not be permitted to recommend such an amount.

The administrator of an impact area school has a big job, and certainly the responsibility to inform his Senators of his individual need as regards these requests. I have prepared a page of definite facts regarding this request and ask that you present it to the proper Senate Committee when it takes testimony on this legislation in the very near future.

I would like to remind you that our major obstacle during the last few months has been the fact that *the Bureau of Budget had not recommended legislation* to meet our needs from either an *authorization or appropriation point of view.* This same condition exists today and our members of the Congress, both House

and Senate must decide whether they wish to represent their constituent Impact Area Schools or the Bureau of Budget. We must remember that the Bureau of Budget does not fail to let you know how they want to be represented. I think as our representative you would want me to do likewise.

I am sure you feel as I do that this legislative process is a never ending effort. However, it is a part of our administrative responsibility and we owe it to the children we represent. I appreciate your response and help in behalf of our common cause and will continue to suggest action which I think will help in our ultimate success.

Respectfully,

J. REVIS HALL, *Superintendent.*

Number of federally connected students in Anniston City schools, according to average daily attendance

	Total	Increase
1964–65	835	
1965–66	882	47
1966–67	938	56

Senator KENNEDY of New York. Thank you very much. The hearings are recessed.

(Whereupon, at 12:05 p.m., the subcommittee recessed subject to the call of the Chair.)

EDUCATION LEGISLATION, 1967

FRIDAY, JUNE 23, 1967

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m., in room 4232, New Senate Office Building, Senator Wayne Morse presiding.

Present: Senators Morse, Yarborough, Randolph, Javits, and Dominick.

Committee staff present: Stewart E. McClure, chief clerk; John Forsythe, general counsel; Robert O. Harris, counsel; Charles Lee, professional staff member, Roy H. Millenson, minority clerk; and Peter Benedict, minority labor counsel.

OPENING STATEMENT BY THE SUBCOMMITTEE CHAIRMAN

Senator MORSE. The hearing will come to order. As chairman of the Education Subcommittee of the Senate Committee on Labor and Public Welfare, I am very pleased to welcome on this second day of our hearings witnesses from the administration and from educational groups and witnesses on behalf of public interest organizations who are here to share with the subcommittee their views and positions on those portions of the Higher Education Amendments of 1967 which deal with title V, and are referred to generally as the "Education Professions Development Act."

The subcommittee this morning is pleased to accept whatever comments or views the witnesses have on amendments to title VI of the Elementary and Secondary Education Act relating to the House-passed language of H.R. 7819 concerned with the establishment of regional resource centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them.

In addition, we are also asking witnesses who wish to do so to provide us with their views on the further extension and amendment of programs now in existence whose statutory authorities expire on June 30, 1967. In this category would fall the Teacher Corps, the temporary provisions of Public Law 815 relating to school construction authorities under the impacted areas legislation, those portions of Public Law 874 which were enacted in Public Law 89–313 as the School Disaster Act, and language relating to the provision of services under the Elementary and Secondary Education Act to Indian children and to Department of Defense overseas schools.

As witnesses know, there is companion legislation pending before the House of Representatives in H.R. 10943 which touch upon two of the areas I have discussed; namely, the Education Professions Development Act and amendment and extension of the Teacher Corps legislation. The subcommittee will be most pleased to receive any comments that are addressed to it based upon that legislation, even though it is not technically before us. I think we are all aware that by the time the Senate legislation reaches the floor it is highly probable that the House legislation will have come over. Frankly, this morning what we are attempting to do is to make as broad a hearing record as possible so that at a very early date the Senate Committee on Labor and Public Welfare in executive session can mark up a bill which we hope will receive the assent of both the Senate and the House and which can be sent to the President in time to preserve these many worthwhile programs.

Before turning to the administration witnesses, who will lead off our discussion, I think that I should say with regard to the education professions development provisions which are before us that if they are accepted by the subcommittee, they should be accepted as, if you will, supplementary authorities to those now existing in statute. I would not think at this time, since we have been unable to arrange our own schedule in this subcommittee because of factors beyond our control, that we would wish to prejudge without further hearings at a later date on other legislation any suggestions relating to the phaseout, now or at some future time, of training programs such as the National Defense Education Act of 1958, as amended, or in the International Education Act, or the National Foundation on the Arts and Humanities. These are all matters which, as I have indicated, we can come to grips with at a later date in this session.

Before turning the program over to you, Mr. Commissioner, I would want to again indicate as I did in the Congressional Record of June 21, that it is the hope of the chairman of the subcommittee that following the Fourth of July recess the subcommittee could move with dispatch to further hearings on those portions or the Elementary and Secondary Education Amendments of 1967 which are not dealt with in this hearing, and to those portions of the Higher Education Amendments of 1967 which are not dealt with in this hearing, in order that we can bring to the President for signature legislation, in each of these areas, which can meet the test of the public interest. With that brief preface, I am going to call in a moment on Commisisoner Howe to present to the subcommittee such comments and testimony as the administration may wish to present, but before I do that, I want the attention of Mr. Lee, counsel for the subcommittee.

As counsel knows, we had this hearing scheduled for an all-day hearing. This hearing may have to be recessed promptly on the dot at 12 o'clock because of the emergency matter that confronts the Senate and the ruling of the Senate that no committee or subcommittee can be in session for a moment after that bell rings for the Senate session.

That means, Mr. Counsel, I fear we cannot possibly finish this hearing this morning. It was our plan, as you know, to finish the hearing today and take the bills involved directly to the full committee on Monday instead of taking the bills through the subcommittee. We are going to have to have a hearing Monday morning, and I want you to proceed to send out the notices for a hearing Monday morning

promptly at 10 o'clock. We will try to finish the hearings so, if possible, we can have a full committee meeting Monday afternoon.

Please check with Senator Hill—I will, too, when I see him—to see if that is possible. In the event that it is not, then see if you can get a full committee hearing scheduled for 9:30 Tuesday morning in executive session. I am going to close these hearings Monday noon. I will have complied with the statutory requirement of public hearings, adequate public hearings, because I will have given to every witness an opportunity to file statements, and any witness that I cannot hear will be permitted to file statements. This procedure is perfectly permissible under the law because it is for the committee to decide under its time schedule how long it wishes to conduct public hearings. We must get to the floor of the Senate, in my judgment, as soon as possible if we are going to get any action, by June 30, the terms of the statute. We need to get to the floor of the Senate by Wednesday our recommendations for legislation so that we can have a conference with the House and subsequent action before we recess.

Mr. LEE. Mr. Chairman, I have talked with most of the witnesses on the public side this morning. Each has indicated a willingness to present in a very brief oral presentation their points of view. They do have their full prepared written statements.

Senator MORSE. Well, I have given you your instructions as to what the chairman is going to do. Please carry them out. We will proceed to hear you, Mr. Commissioner, at this time, but I first will place into the hearing record at this point Senator Fannin's statement. He has evidenced in all of our legislation a keen and knowledgeable interest particularly in the field of Indian legislation. He is the expert in this and to whom we all pay heed.

STATEMENT OF HON. PAUL J. FANNIN, A U.S. SENATOR FROM THE STATE OF ARIZONA

Senator FANNIN. Mr. Chairman, on June 8, 1967, I introduced an amendment to S. 382 which would extend for 1 year the authorization under titles I, II, and III of the Elementary and Secondary Education Act to provide for the educational needs of Indian children attending schools operated by the Bureau of Indian Affairs.

I hope that this amendment will be considered by the subcommittee in connection with this bill or any other suitable legislative proposal which will be acted upon soon.

By way of reminder, when Congress last year approved the ESEA it limited grants to BIA schools to only 1 year, despite the fact that other provisions of the act carried the blessing of a 2-year authorization. Congress did so, however, not because it does not value the importance of Indian education carried on by the Bureau of Indian Affairs, nor because it is unsympathetic to the fact that Indian children, more than most other children, require an increasingly better education if they are to assume their rightful place in our society. Rather, the reasoning behind the 1-year authorization was that Congress, recognizing fully, if belatedly, its responsibility for better education for all American Indians, wanted an additional year to study all aspects of Indian education more fully, including the possibility of transferring Indian education from the Bureau of Indian Affairs.

Some of that work has been completed while other aspects of the study are either continuing or soon will begin.

Nevertheless the important fact remains that unless Congress acts immediately to extend this authorization for 1 additional year, 89–10 funds for BIA schools will be cut off effective July 1, 1967, and countless worthwhile and needed educational programs will be curtailed, some long before they will have made any worthwhile contribution to the education of Indian children. Many if not most of the programs made possible through ESEA are just getting off the ground, particularly with regard to the BIA schools, which were excluded from the original act and which did not receive any funds for fiscal year 1967 until after November 9, 1966, the date Congress finally passed the necessary appropriations bill. Even if the BIA had been prepared to initiate effective educational programs immediately, an assumption that is at best doubtful, they could not have been operational for more than 6 months, hardly sufficient time to make a dent in the educational problems that have confronted Indian children and perplexed educators for more than half a century.

I need not remind my colleagues that Indians are in every way disadvantaged Americans. They remain at the very bottom of the economic ladder, they have the highest rate of unemployment, they live in the poorest housing, and they suffer chronic poverty.

The reason for this national tragedy is obvious to all who care to look: poor education. Indian adults under 45 years of age average less than an eighth grade education, compared to the average for all Americans of approximately 12 years of school. Also, even today more than 50 percent of the Indians who attend school—and no one knows for sure how many Indians are not being educated—drop out before they complete the 12th grade. This figure is almost twice the national average of 28 percent.

As one might logically suspect, many of the new programs in BIA schools being funded under titles I, II, and III of ESEA are directed at improving education generally and at encouraging Indian children, in large part through the acquisition of the educational skills that lead to success in school and in life, to stay in school.

It would be a tragic mistake, therefore, not to extend for another year the right of BIA schools to receive some funds from the ESEA. We should not—cannot—let these programs lapse. I respectfully and urgently ask my fellow Senators to approve this needed and worthwhile amendment immediately.

In closing, Mr. President, I want to say that I have spent countless hours during my years in public office studying the problem of Indian education. It interests me not only as an Arizonan but as one who is very much concerned with the health and welfare of all Americans, particularly our native Americans. We cannot afford—educationally, economically, or morally—to turn our backs on the fact that the American Indian has for too long been neglected, and no more so than educationally. And I will speak to that problem in greater detail in the near future.

Meanwhile, however, the Congress can make a beginning. It can pass this amendment to permit BIA schools to share the fruits of the Elementary and Secondary Education Act.

[S. ——, 90th Cong., first sess.]

In the Senate of the United States

AMENDMENT Intended to be proposed by Mr. Fannin

At the end of the bill insert a new section as follows:

"AMENDMENTS TO TITLES I, II, AND III OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

"SEC. 2. Section 203(a)(1)(A) of title I of the Elementary and Secondary Education Act of 1965, section 202(a)(1) of title II of such Act, and section 302(a)(1) of title III of such Act are each amended by striking out 'fiscal year ending June 30, 1967' and inserting in lieu thereof 'fiscal years ending June 30, 1967, and June 30, 1968'."

Amend the title so as to read: "A bill to amend Public Law 874, Eighty-first Congress, with respect to the amount to be deducted from payments pursuant to such law on account of certain Federal contributions, and to amend titles I, II, and III of the Elementary and Secondary Education Act of 1965 with respect to schools operated by the Department of the Interior and the Department of Defense."

STATEMENT OF HON. HAROLD HOWE II, U.S. COMMISSIONER OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE; ACCOMPANIED BY SAMUEL HALPERIN, DEPUTY ASSISTANT SECRETARY FOR LEGISLATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE; PRESTON VALIEN, DIRECTOR, DIVISION OF GRADUATE PROGRAMS; RICHARD GRAHAM, DIRECTOR, NATIONAL TEACHER CORPS; AND EDWIN W. MARTIN, CONSULTANT, BUREAU OF EDUCATION FOR THE HANDICAPPED

Mr. HOWE. Thank you, Mr. Chairman.

I would like to express my appreciation for the arrangements you are making for these hearings and the dispatch with which they are being conducted to solve problems related to authorizations which expire.

Senator MORSE. Let the record show we would have had them out of the way except for the Dodd case, but there was nothing I could do about that.

Mr. HOWE. We are extremely grateful.

I would like to introduce my associates. There are some differences from the material presented on the front of my testimony.

Mr. Halperin is here on my right. Mr. Muirhead will not be able to be with us, but Mr. Preston Valien of the Bureau of Higher Education is here; Richard Graham, the Director of the National Teacher Corps, and Dr. Edwin Martin of the Bureau of Education for the Handicapped, to consider in detail various questions you may wish to ask.

In the spirit of your request that this go as rapidly as possible, I would like to read some of my testimony, but I will try to go through it rather more quickly than I otherwise might.

TRUSTEESHIP OBLIGATION OF GOVERNMENT IN EDUCATION

Senator MORSE. Before you start, Mr. Commissioner, I want this record to show, speaking for my subcommittee, our gratitude and appreciation for the unfailing cooperation that we have received at all times from you and from Mr. Graham, Dr. Martin, Dr. Halperin, and

Mr. Muirhead—in fact, from your whole staff, and from the Secretary himself on the educational problems that have confronted the subcommittee.

The record shows there are differences of opinion in regard to some matters. But there are no differences in motivation, and no differences really in the basic objective that I have pleaded for now for years.

That objective is that the Federal Government has a clear responsibility to be of assistance in carrying out what I call a trusteeship obligation on the part of the Federal Government, which is shared by State governments and local school districts, to do everything possible to give to the young of this country the maximum opportunity to carry out the maximum development of their intellectual potentials for service to the country as enlightened citizens.

That sentence outlines my whole educational philosophy as far as Federal aid to education is concerned. I have said over and over again, as I said yesterday in another form, it can be done; it must be done. In keeping with what I have found, the Secretary of Health, Education, and Welfare and you and your colleagues recognize as an absolute requirement, without the Federal Government dictating educational policy to the States or to the local school districts, of the Federal Government imposing those financial restrictions and controls necessary in order to carry out a Federal responsibility to the taxpayers.

LEGISLATIVE OVERSIGHT PROGRAMS

That is the balancing of interest that has to be involved. Where there are gray zones as to whether or not a regulatory order or an administrative policy or a guideline for the expenditure of Federal funds in order to protect the taxpayer interests may seem, to a degree, to involve an interference with educational policy at the local level, then it is for this committee to be a watchdog. That is why we are undertaking the legislative surveillance program that I announced earlier this year in the letter that I sent to the Secretary with unanimous approval of this committee, in which I told him we are going to evaluate the policies of the Department in regard to such problems. I further want this record to show that we have had from the Secretary and his Department in our conduct of our studies complete cooperation.

These studies, in my judgment, will take 2 years with intermediate reports from time to time on the specific issues that may arise.

But I want the country to know that you do not sit before this subcommittee this morning with any presumption against you in regard to policies of the Department of Health, Education, and Welfare. You sit before this subcommittee as a very responsible and, in my judgment, effective and efficient public servant with an obligation in this testimony to advise this subcommittee as to the Department's policies and set forth its recommendation for legislative action, which, I can assure you, will receive very fair consideration from this subcommittee.

I thought it might be useful to the Department that this statement be made by the chairman this morning, because I have been answering much mail from people who do not understand the relationship between this subcommittee and the Department. I hope that this statement will be helpful in clarifying any misunderstanding.

Now you may proceed.

Mr. HOWE. I thank you very much for those observations. Mr. Chairman. And I would say that the various inquiries which the subcommittee has made in this process of surveillance of the Office of Education have indeed been useful to us as well as you. The business of having an independent mind raise questions about our affairs helps us to examine our affairs, and these questions that have been put to us to answer for the subcommittee have helped us to think about all problems of administration and the purposes of these programs and our responsibilities for them. And I hope that this exercise of surveillance will continue, and that you will continue to be satisfied with our responses.

Now, in regard to my testimony, I would like to ask that the full testimony be printed in the record.

Senator MORSE. The full statement will be printed in the record at this point. The witness will summarize it.

(The prepared statement of Mr. Howe follows:)

PREPARED STATEMENT OF HAROLD HOWE II, U.S. COMMISSIONER OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and Members of the Subcommittee, I am happy to be here today to discuss a number of proposals for extending and broadening our Federal commitment to education at all levels. The proposed Education Professions Development Act would coordinate similar Federal assistance programs, consolidate programs having related intentions, and add flexibility to existing program authority. The amendments to Title VI of the Elementary and Secondary Education Act—Education of Handicapped Children—will provide greater assurance that every handicapped child within every State will be able to receive educational assistance designed to meet his special needs. Extension of provisions added last year, allowing Indian children in BIA schools to participate in programs under Titles I, II, and III of ESEA and allowing children in DOD overseas dependents schools to participate in programs under Titles II and III, will allow these children to receive the same benefits from Federal education legislation as other schoolchildren. Finally, extension of the Teacher Corps will assure that this worthy program will not die with the end of this fiscal year.

Education Professions Development 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 prorgams 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.

Existing programs have not been without impact in attracting new persons into the teaching profession and in updating the skills of those already in the profession.

More than 60,000 persons have attended 1,500 institutes authorized by Title XI of NDEA. Of these, 13,000 have received special training in English, 10,000 in history, and 9,000 in modern foreign languages.

In the critical area of guidance and counseling, more than 600 institutes authorized by Title V–B have helped to train nearly 21,000 school counselors.

More than 4,000 teachers and prospective teachers have received graduate training under Title V–C of the Higher Education Act, although the program has been in operation only two brief years.

However, the critical need for teachers continues and, according to a nationwide study, is more acute this school year than it was a year ago. Thousands of additional teachers are needed to meet the demand, to reduce class size, to replace teachers leaving their positions, and to eliminate the number of teachers—estimated at more than 90,000—who do not have adequate training.

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, such as teacher aides and teaching assistants. In addition, new cur-

ricula are being developed which give increased emphasis to the social and behavioral sciences, resulting in the need for increased numbers of teachers trained in these disciplines.

Also, we have come to understand better the vital educational role played by school administrators and school board members and now realize that we must pay more attention to their training and orientation.

Current programs are handicapped in meeting these changing manpower requirements. Legislative authority is fragmented, and too often applications must be fashioned to meet legislative requirements rather than educational needs.

Title XI of NDEA cannot provide training at less than the graduate level, thus precluding institutes for subprofessionals.

Institutional development grants are given only in conjunction with Title V–C HEA fellowships. Yet an institution of higher education may need such a grant to prepare a good fellowship program.

Title V–C programs do not support fellowships for junior and community college teachers. Yet these institutions are growing rapidly and are experiencing the same staffing problems as schools at the elementary and secondary level.

Institute authority includes many subjects; other important ones are not supported. In addition, programs for specific educational groups or problems, such as preschool education, may not readily fit into any specific subject area.

Present programs do not really permit a continuum of teacher education from the undergraduate level through the special programs on continuing education for master teachers. A university's master plan for such a continuum can now be supported only on a piece-meal basis, as each application is submitted and reviewed as a separate entity.

Obviously, such a patchwork of programs is ill-equipped to solve some of the severe educational manpower needs and hardly lends itself toward sound educational planning at any level.

The Education Professions Development Act calls for a more systematic approach to meeting the staffing needs of our schools and colleges. To accomplish this will require a degree of flexibility not now available. It will require that categorical legislation specifying types of courses, levels of instruction, or target groups give way to broader and more flexible authority immediately responsive to emerging needs. The Act would direct the Commissioner to conduct both long and short-range forecasts of manpower needs for all categories of educational personnel. He would subsequently have the authority to plan and establish appropriate training programs, subject to annual review by Congress and to the guidance of a National Advisory Council on Education Professions Development.

With this broader legislation—

We could move quickly to meet heavy new demands, such as the current need for preschool, adult education, and junior college personnel;

We could assure better prepared teacher with more relevant training to attack the problems of vocational education;

We could develop a more ample supply of faculty in fields outside those presently authorized, such as business education and sociology;

We can build an expertise into the backgrounds of school board members and school and college administrators in order to enable to discharge their complex responsibilities more competently;

We could strengthen the auxiliary staffs of schools: librarians, nurses, school psychologists;

We could experiment with new ways of structuring teaching tasks, relieving teachers of extraneous duties which diminish their professional roles;

We would be able to retrain teachers in surplus subject-matter fields to teach in shortage areas.

I believe this legislation is essential if we are to reinforce the base of talented educational personnel. Technological developments may come to play a significant role in the education process, but will not replace human intellectual and social resources.

Mr. Chairman, in your statement before the Senate on Wednesday, you indicated that you wished me to comment on H.R. 10943, the amendments to title V of the Higher Education Act recently reported by the House Committee on Education and Labor. I am happy to do so.

In general, the provisions of H.R. 10943 are excellent. If enacted, they should immeasurably strengthen the American educational system. I hope that this Senate Committee will go at least as far as the House Committee in broadening

and improving Federal programs for the training of vitally-needed educational manpower.

At the same time, I would hope that this Subcommittee would also approve several elements of the original proposal, as contained in S. 1126, which were deleted by the House Committee:

Program development grants for *undergraduate* programs to train Elementary and Secondary teachers.

Authority to contract for training of elementary and secondary personnel with public or nonprofit agencies, including professional and scholarly associations.

Training programs for persons "in educational or other related agencies."

Training programs for State educational agency personnel, and persons responsible for or involved in planning or administering educational programs.

Authority to train persons in educational *or other related agencies* on the higher education level (e.g. regional laboratories, WICHE, State higher education commissions.)

Amendments to Title VI of ESEA—Education of Handicapped Children

The inclusion of Title VI in the 1966 amendments to the Elementary and Secondary Education Act reflected the continuing Congressional concern that thousands of the estimated 5 million handicapped children of school age were not receiving special educational attention. Title VI authorized funds to assist the States in initiating, expanding, and improving education programs and projects for handicapped children at preschool, elementary, and secondary school levels. Federal funds may be used for educational diagnostic services, individual tutoring, mobile units to take services to children in rural areas, special transportation arrangements, professional personnel, small teacher-pupil ratio programs, libraries and materials centers, automated instructional devices and audio-visual aids, and the variety of specialized equipment necessary to the instruction of handicapped children. Title VI promises to be the most significant and far-reaching enactment directly affecting the education of the handicapped.

To broaden the scope of Title VI programs and to assure that every handicapped child will receive education of the highest quality, we propose two amendments to Title VI, an expansion of the Captioned Films program, and an additional authority under P.L. 88–164. Let me describe the proposals briefly:

Regional Resource Centers.—Basic to formulating an educational program for a handicapped child is the identification and educational evaluation of the handicapping condition. Regional Resource Centers would serve as focal points at which such diagnosis would be provided and decisions made concerning the allocation of available resources in a particular area for particular handicapped children. The centers would (1) provide testing and evaluation services to determine the special educational needs of a handicapped child, (2) develop education programs to meet these special needs, and (3) assist schools and other agencies in a particular region to provide educational programs for the handicapped child. Special emphasis would be given to the use of instructional media, evaluation of available materials, and development of new media, techniques, and procedures necessary for the instruction of handicapped children. These centers would not be confined to providing diagnostic services; this is only one step in program planning. Rather, the centers would develop individualized educational programs for handicapped children and would follow through by seeing that such programs are provided.

Recruitment of Personnel and Dissemination of Information on Education of the Handicapped.—Only about 300 institutions of higher education are capable of providing training of special education personnel, many in only one area of handicap. As a result, less than half of our handicapped children are receiving special educational services. Many existing positions remain vacant because of the lack of qualified personnel, and many others are filled by persons who are only partially trained. These personnel shortages will not be overcome until we are able to attract large numbers of persons into the field of special education. And this can only be accomplished through a concentrated, nationwide recruiting effort for all levels and types of personnel, utilizing all types of recruitment media. This amendment would authorize grants and contracts with public and private nonprofit agencies to encourage intensive recruitment programs and information-dissemination programs directed toward encouraging students, profession, and supportive personnel to work in the field of special education.

Expansion of Instructional Media Program to Include all Handicapped Children.—The potentialities of teaching physically handicapped children through new media have not been fully explored. Extension of the special media service, as exemplified by the Captioned Films for the Deaf program, would provide a basis for this exploration in all areas of handicapping conditions. An expanded media program would provide a program of successive steps, from the inception of an idea through research, development, testing, and final dissemination of a finished product in an actual educational situation.

Authorization of Contracts under P.L. 88–164.—At this time in our efforts to assist in the improvement of education for the handicapped it is not reasonable to exclude from the total effort being made the private sector of the economy, which can make a significant contribution. The request for contracting authority with profit-making organizations is based upon the very real need to involve such organizations in the effort to improve the education of these children.

These amendments will provide a variety of necessary expanded educational opportunities for all handicapped children. I am confident that our new Bureau of Education for the Handicapped will ably continue to administer the programs authorized by previous Congresses, and will be well equal to the task of administering new programs authorized by Title VI and these amendments.

Extension of Provisions Relating to Indian Children in BIA Schools and Children in DOD Overseas Dependents Schools

Last year, the Elementary and Secondary Education Act of 1965 was amended to include two groups of children—Indian children in schools operated by the Bureau of Indian Affairs of the Department of the Interior and children in overseas dependents schools operated by the Department of Defense—who had not been afforded the educational benefits offered other children under the Act. Indian children in BIA schools were made eligible to participate in programs conducted under Titles I, II, and III of the Act; Department of Defense schools were included in the provision of Titles II and III.

The benefits to the two groups of children have been substantial. It is estimated that 37,000 Indian children will be reached by special programs for the educationally deprived under Title I of ESEA, at a total cost of more than $5 million. More than $125,000 will be spent in providing these children with textbooks, library books, and other instructional materials during this fiscal year, and nearly $205,000 will be expended on supplementary educational centers and services under Title III. Overseas schools will also reap the benefits of change during this fiscal year: more than $404,000 for books and materials under Title II, and $527,000 for supplementary educational centers and services under Title III.

Provisions for participation of Indian children enrolled in BIA schools and of children in overseas dependents schools would be extended one year, through fiscal year 1968. These provisions would otherwise expire at the end of fiscal year 1967. Extension would make them uniform with the rest of the Act, which continues through fiscal year 1968. A study of the provisions and further recommendations were submitted to Congress earlier this year.

Extension of the Teacher Corps

I have already appeared before this Subcommittee on May 25 in support of the Teacher Corps and its extension, with amendments, beyond the end of this fiscal year. I would like to reemphasize the significance of the Teacher Corps as a part of the Nation's arsenal in the war against illiteracy and educational deprivation. This is a promising program; it should be continued.

The need for this program has been well documented. Last fall, the Nation faced an unprecedented shortage of almost 170,000 qualified teachers. Our urban slums and depressed rural areas felt the greatest impact of this shortage. Many educators have strongly supported an increase and improved program of support of this program by the Federal Government, designed to attract and prepare men and women for teaching in schools serving disadvantaged children.

The Teacher Corps was not funded in its first year of existence. A relatively small supplemental appropriation for fiscal year 1966 enabled it to become a reality.

1,213 Teacher Corps members are teaching in 111 school districts serving 275 schools across the Nation.

They are teaching in 29 States, the District of Columbia, and Puerto Rico.

More than 900 of these Corps members are teacher-interns receiving advanced training at 50 colleges and universities.

The House Committee on Education and Labor only three days ago reported H.R. 10943, which would extend the authorization for the Teacher Corps for

three years, through fiscal year 1970, and would make the following major changes:

(1) Local educational agencies would be given the responsibility to recruit, select, and enroll Teacher Corps members.

(2) The State educational agency would be required to approve a local educational agency's request for Corps members and the arrangements for their training.

(3) Federal contributions for Teacher Corps salaries would be based on the local educational agency's ability to pay. The Federal share would be limited to 90 percent, except in exceptional cases.

(4) Teacher-interns would be paid at the rate of $75 per week plus $15 per dependent, or at the lowest rate for teaching full-time in the school system in which they teach, whichever is less.

(5) Students in their third and fourth year of undergraduate study would be eligible to become teacher-interns.

(6) The name of the program would be changed from the National Teacher Corps to the Teacher Corps.

(7) Teacher Corps teams could be assigned to a migrant group whose children are not enrolled in a regular school.

(8) Teacher Corps teams could be assigned to schools for Indian children operated by the Bureau of Indian Affairs.

Certain other amendments to the Teacher Corps program are also contained in H.R. 10943. These include a revision in the method of allocating the program throughout the States and a prohibition against participation by Teacher Corps members in the NDEA student loan program and the educational opportunity grant program during the time in which they are enrolled in the Corps. For these purposes, H.R. 10943 authorizes an appropriation of $33 million for fiscal year 1968, $46 million for fiscal year 1969, and $56 million for fiscal year 1970.

Without this legislation, the Teacher Corps would die at the end of this fiscal year. The time and effort which have been put into recruitment, training, and placement of Corps members would be wasted. Even worse, the promise of better education made to the children of the ghetto and of remote rural areas would be broken. This must not happen.

The Office of Education has carefully studied the changes in the Teacher Corps proposed in H.R. 10943. Several are identical to those contained in S. 1125. Others were developed by the House Committee on Education and Labor with my cooperation and with that of Mr. Graham. I believe they are, in every case, consistent with the original objectives of the Corps, as conceived by the Congress in 1965. With these amendments, the Teacher Corps will continue to be an effective instrument, both for strengthening educational opportunity in depressed urban and rural areas and for broadening and improving teacher preparation programs throughout the Nation.

In summary, these proposals represent significant additions to and refinements of existing legislation. The programs contained in this legislation do not call for dramatic new levels of funding, but they do promise more effective use of existing authorizations. They do not in every instance possess the glamor of innovation, but they do promise the benefits of consolidation. They are most worthy of your consideration, and I urge their approval by this Subcommittee and the Congress.

I appreciate the opportunity to appear before you this morning. I will be happy to answer any questions you may care to ask.

EDUCATION PROFESSIONS DEVELOPMENT ACT OF 1967

Mr. HOWE. The first item to which I would like to turn our attention is the Education Professions Development Act, which we bring to you set against the background that there is considerable legislation in being, to train personnel in the service of education; but against the background, also, of our belief that further authorizations are needed here.

There are a number of reasons for this. Referring to my prepared statement, 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, such as teacher aids and teaching assistants. In addition, new curriculums are being developed which give increased emphasis to the social and behavioral sciences, resulting in the need for increased numbers of teachers trained in these disciplines. Also, we have come to understand better the vital educational role played by school administrators and school board members and now realize that we must pay more attention to their training and orientation.

LIMITATIONS OF EXISTING PROGRAMS

Current programs are handicapped in meeting these changing manpower requirements. Legislative authority is fragmented, and too often applications must be fashioned to meet legislative requirements rather than educational needs.

Title XI of NDEA cannot provide training at less than the graduate level, thus precluding institutes for subprofessionals.

Institutional development grants are given only in conjunction with Title V–C HEA fellowships. Yet an institution of higher education may need such a grant to prepare a good fellowship program.

Title V–C programs do not support fellowships for junior and community colleges. Yet these institutions are growing rapidly and are experiencing the same staffing problems as schools at the elementary and secondary level.

I would observe, Mr. Chairman, that these junior and community colleges are the most rapidly growing segment of higher education in the United States, and that we have a need to turn our attention to them.

Institute authority includes many subjects, but other important ones are not supported. I would observe that sociology, anthropology, business education, psychology, health education, and others do not come under current programs of support.

Present programs do not really permit a continuum of teacher education from the undergraduate level through the special programs on continuing education for master teachers. A university has a difficult time making a master plan for such a continuum.

Obviously, such a patchwork of programs is ill equipped to solve some of the severe educational manpower needs and hardly lends itself toward sound educational planning at any level.

The Education Professions Development Act calls for a more systematic approach to meeting the staffing needs of our schools and colleges. To accomplish this will require a degree of flexibility not now available. It will require that categorical legislation specifying types of courses, levels of instruction, or target groups give way to broader and more flexible authority immediately responsive to emerging needs.

EDUCATIONAL MANPOWER FORECASTS

The act would direct the Commissioner to conduct both long- and short-range forecasts of manpower needs for all categories of educational personnel. He would subsequently have the authority to plan and establish appropriate training programs, subject to annual review by Congress and to the guidance of a National Advisory Council on Education Professions Development.

With this broader legislation—

We could move quickly to meet heavy new demands, such as the current need for preschool, adult education, and junior college personnel;

We assure better prepared teacher with more relevant training to attack the problem of vocational education;

We could develop a more ample supply of faculty in fields outside those presently authorized;

We can build an expertise into the backgrounds of school board members and school and college administrators in order to enable them to discharge their complex responsibilities more competently;

We could strengthen the auxiliary staffs of schools: librarians, nurses, school psychologists;

We could experiment with new ways of structuring teaching tasks in providing them with aides to take over some of these extraneous duties;

We would be able to retain teachers in surplus subject-matter fields to teach in shortage areas.

I believe this legislation is essential if we are to reinforce the base of talented educational personnel. Technological developments may come to play a significant role in the education process, but will not replace human intellectual and social resources.

Mr. Chairman, in your statement before the Senate on Wednesday, you indicated that you wished me to comment on H.R. 10943, the amendments to title V of the Higher Education Act recently reported by the House Committee on Education and Labor. I am happy to do so.

In general, the provisions of H.R. 10943 are excellent. If enacted, they should immediately strengthen the American educational system. I hope that this Senate committee will go at least as far as the House committee in broadening and improving Federal programs for the training of vitally needed educational manpower.

AUTHORITIES NEEDED

At the same time, I would hope that this subcommittee would also approve several elements of the original proposal, as contained in S. 1126, which were deleted by the House committee:

Program development grants for undergraduate programs to train elementary and secondary schoolteachers.

Authority to contract for training of elementary and secondary personnel with public or nonprofit agencies, including professional and scholarly associations.

Training programs for persons "in educational or other related agencies." These would be persons who might be working in library work, health work, welfare agencies, child service agencies, school nurses, school social workers, and the like.

Training programs for State educational agency personnel, and persons responsible for or involved in planning or administering educational programs.

Authority to train persons in educational or other related agencies on the higher education level, as well as the elementary and secondary education level.

TITLE VI ESEA LANGUAGE

Now I would like to shift my attention to amendments to title VI of the Elementary and Secondary Education Act and Education of Handicapped Children.

Senator DOMINICK. Mr. Chairman, I wonder if I might interrupt for just a minute.

Senator MORSE. Senator Dominick.

Senator DOMINICK. This seems to me to be a pretty hodgepodge hearing. Are we going to hear testimony on the Elementary and Secondary Education Act or the Higher Education Act or the National Teacher Corps, or are we trying to cover the whole field of education in 3 hours?

Senator MORSE. We will meet also for further hearings on Monday. I announced that earlier this morning. We cannot possibly finish this in 3 hours. But let me say to the Senator that all we are going to go into as far as action prior to the Fourth of July recess, if action becomes possible—and I hope it will—those pieces of legislation that will just automatically go out of existence on June 30 unless they are continued, so that it will be necessary for some of these witnesses, I understand, to discuss some other matters related to those bills——

Senator DOMINICK. We already——

Senator MORSE (continuing). Which we may not act on until a later time.

Senator DOMINICK. We already have statements in here by the Commissioner indicating that we have got an increasing school load, that he wants to set up new programs of all kinds in which he has got authority to establish. We have got an indication that he wants to set up an expertise into the backgrounds of school board members, and I do not see what in the world the Office of Education has to do with that.

I just have been reading over this statement, and I do not understand——

Senator MORSE. I interpret it only as background material. We may wish to discuss it in our fuller hearings later, but that is my interpretation.

Senator DOMINICK. Well, if we are going to accept the statement, Mr. Chairman, as something which is dealing only with the subjects which we are taking up, that is one thing. But if we are accepting the statement as background material for everything that the Commissioner wants to do in the field of education, then we are going to need more time to do a little examination on them because it does not seem to me that the Office of Education has any business going into the background of what the school board members have in the way of expertise in their job, and this is certainly not one of the subjects that we are dealing with before June 30.

Senator MORSE. That is true. I only interpret this to mean he is trying to give us, first, a bird's-eye view of what is to come in these prolonged hearings that will follow the July 4 recess, relating only to this background material for a concentration on these emergency bills that we are going to consider before then.

Mr. HOWE. Mr. Chairman, if I could make a brief comment on Senator Dominick's observation, we have had a number of requests over the years from school board associations and school board groups them-

selves to get grants from the Office of Education to help train the members of school boards.

These come from States or State school board associations, and at the present time we have no funding which would answer that need except possibly research funding, but usually these are operational or training kinds of activities rather than research-type activities, and therefore we are responding in this request to include school members to a need expressed by school members themselves rather than attempting to embrace a totally new enterprise that we have originated.

Senator MORSE. To cover Senator Dominick's inquiry, is this related in any way, this observation of yours related in any way to the legislation that we are being asked to take action on before we adjourn July 4?

Mr. HOWE. Well, I am not sure I understand your question.

Senator MORSE. I am not sure I do, either. What I am trying to point out is—I understand Senator Dominick raised the point almost in the form of a request that I ought to limit this hearing to just that legislation that we have to pass on, if we pass on any, before we recess July 4, and if I interpreted the Senator correctly, he thinks that some of the things he has noted in your testimony go beyond that legislation and raise issues that we ought to consider in what I call the general hearings on education legislation, at which you will testify again after the recess.

Senator DOMINICK. That is correct, Mr. Chairman. You have interpreted my questions correctly.

Mr. HOWE. Well, I think I have to respond by saying that we find ourselves between the House and the Senate a little bit on this.

The House has passed the Education—or the committee has acted favorably in the House on the Education Professions Development Act and on the Teacher Corps, and we expect that the House will be passing these two pieces of legislation.

And for this reason we bring before you relatively the same package with the hope that these two pieces of legislation might be worked together. But I assume that this is your business in conference with the House rather than our business to see how this ultimately works out.

Senator MORSE. Well, the latter is true, and I think it is appropriate for you to give us, as I suggested, any background information that you think might be of help to us in the conference with the House. But it is for us to decide in our committee sessions, on the Senate floor and in that conference what legislation we will or will not recommend for passage before our recess.

I am speaking hypothetically. It might very well be when we get into conference we will say to the House, "I am sorry, but we want to consider this in our general bill which we are going to conduct hearings on immediately after July 4, and we would like to limit ourselves in this conference just to these bills that are going to automatically die on July 30 and take nothing else up."

Now, that might be our position in conference. I judge that you think, however, that the background material that you are giving us might be of some help to us in that conference.

Mr. HOWE. I would think it would be, particularly because the House Members will be talking about the Education Professions De-

velopment Act. And I would add for Senator Dominick that the National School Boards Association has indicated its approval of this specific item on which he was commenting.

Senator MORSE. I am inclined to agree with Senator Dominick that we just cannot possibly give detailed consideration between now and July 4 to any legislation that we do not have to act on in order to keep emergency legislation going or meet emergency legislation needs. We just cannot act on any other legislation before July 4.

We are certainly, I hope, not going to go into conference and accept something that the House sent over which we have not had an opportunity to analyze in depth.

Is that your position?

Senator DOMINICK. That is my position.

Senator YARBOROUGH. I do not believe the Senate would be willing to accept matters we had had no hearings in depth on in the field of education. It might on some emergency legislation but not on long-range programs.

Senator DOMINICK. It is my understanding that we only have until next Thursday before the recess to get this through, and from then on in we are out of session until after we come back from the July recess. And I certainly do not feel myself qualified to be able to pass on any of these programs, the new programs or the in-depth programs on an overall educational policy.

And that is why I had hoped that we were going to limit ourselves in the hearings to the need for an extension of the programs that are expiring.

Senator MORSE. Well, I have put the full statement in the record, and the full statement contains the background and explanatory material that you want us to consider anyway, does it not?

Mr. HOWE. Yes, it does, Senator.

Senator MORSE. All right. Then in view of the point raised by Senator Dominick, would you limit yourself as far as summary is concerned to these specific emergency pieces of legislation that will expire on June 30 if we do not take action.

NDEA INSTITUTES

Senator YARBOROUGH. Mr. Chairman, may I make a short statement at this point in line with the matters we are discussing to illustrate the need for searching hearings on these matters.

Last fall when the Congress adjourned and I went home, I began to get many complaints in my State about the cutting back of the teacher institutes under the NDEA program. So, I sent a demand to the Office of Education for an explanation. I found that the—I think it would be well, Mr. Chairman—I would like for the chairman to hear this.

Senator MORSE. Excuse me. I'm sorry.

Senator YARBOROUGH. When I went home last fall, I had many complaints about the cutting back of the programs of the teacher institutes under the National Defense Education Act, so I began to check into it and a number were cut out. I did not think that we had reduced the appropriations. I got in touch with the Office of Education. I found that there had been a steady increase throughout the Nation in

the number of teacher institutes and the percentage of people going to them, but in my own State the number of institutes had been cut down and the percentage of teachers going to them.

I demanded an explanation. The explanation was that those colleges were not as strong as some in other areas.

Well, it is true that my State ranks 34th in education in the country, but I was a coauthor of the National Defense Education Act of 1958, and the very purpose of these teacher instittues is to strengthen education in the weaker areas. And they were cutting out—they had fewer college programs with fewer students. They said, "Your colleges aren't as good as in other areas."

Now, this, of course, is a widespread complaint of the Office of Education over the Nation, and I think it is justified in regard to my own State.

That is just one phase of it, and I want some explanations of these things.

REQUEST FOR NDEA INSTITUTE DATA

To save time, I will not go into it further. We are dealing with emergency legislation. But I would like now to ask the Commissioner to prepare for our later hearings a list of the teacher institutes in the United States for the years 1965, 1966, and 1967 and what States they are in and how many people are going.

Mr. HOWE. We would be happy to do that, Senator Yarborough.

Senator YARBOROUGH. I would like it for those 3 years. I think the policy is the very opposite, that Congress intended to help the States that were not up to the national level in education raise themselves. Here they said, "You are weaker than the national level. We are just cutting you out."

I think this is a very, very bad administration policy, and above all, it thwarts the will of Congress when we pass a law and they deliberately destroy what we are trying to do in the field of education over the country.

Mr. HOWE. We would like to give you a review of the policies in this, too, because I think perhaps we can qualify them more.

Senator YARBOROUGH. Well, I want those cold figures.

Mr. HOWE. Yes, sir.

Senator YARBOROUGH. I do not want policy talk to obscure the figures and cover them up. I do not want to take time now. We have got emergency legislation to consider, but I want to add my voice to that of the Senator from Colorado, that we want to search in depth what is being done under these bills we pass. We have got a right when we pass a bill to see it administered in the form we pass it. I am getting widespread complaints in my area of the discrimination of geographical areas of the country, and there is just too much smoke not to be some fire there.

I do not want to take any more time, Mr. Chairman.

Senator MORSE. That is all right.

Mr. HOWE. Senator, in the light of your suggestions, I would go to my prepared statement.

Senator MORSE. I want this record to be perfectly clear. I want the attention of Senator Yarborough and Senator Dominick. You have made a statement here which I have inserted in the record that sets

forth the Department's position in regard to the position that the House has taken in connection with legislation that they have recommended to the House for passage.

The Chair understands that that legislation will probably be on the floor of the House for passage by Tuesday, and we are going to be asked to go into conference on that legislation. I want to say to my colleagues on the subcommittee that I have reason to believe that the House conferees are going to be insistent on a package approach to this problem, and we are going to have to talk about that package approach. That package approach will include this item in regard to the professions, Education Professions Development Act which will be in the House bill. At least I want something in this record so we can talk intelligently to the House conferees in regard to our record on the subject matter, and I understand that is what the Commissioner was seeking to give us.

Now, we are going to have a problem when we get into conference to decide what procedure we will follow in respect to any of their recommendations in the package that do not relate to emergency legislation which without action by the conferees will result in certain bills lapsing by the end of June 30.

That is the only reason I put it in the record, Senator Dominick, and we have it there. We can refer to it.

Now, I will let the witness go ahead, as he says, in further summary.

INDIAN AND DOD SCHOOLS EXTENSION

Mr. HOWE. Well, restricting my comments then to programs about which there is an emergency nature, one is the extension of provisions relating to Indian children in the Bureau of Indian Affairs schools and children in Department of Defense schools overseas for dependents.

Last year, the Elementary and Secondary Education Act of 1965 was amended to include two groups of children—Indian children in schools operated by the Bureau of Indian Affairs of the Department of the Interior and children in overseas dependents schools operated by the Department of Defense—who had not been afforded the educational benefits offered other children under the act. Indian children in BIA schools were made eligible to participate in programs conducted under titles I, II, and III of the act; Department of Defense schools were included in the provisions of titles II and III.

The benefits to the two groups of children have been substantial. It is estimated that 37,000 Indian children will be reached by special programs for the educationally deprived under title I of ESEA, at a total cost of more than $5 million. More than $125,000 will be spent in providing these children with textbooks, library books, and other instructional materials during this fiscal year, and nearly $205,000 will be expended on supplementary educational centers and services under title III. Overseas schools will also reap the benefits of change during this fiscal year: more than $404,000 for books and materials under title II, and $527,000 for supplementary educational centers and services under title III.

Provisions for participation of Indian children enrolled in BIA schools and of children in overseas dependents schools would be extended 1 year, through fiscal year 1968. These provisions would other-

wise expire at the end of fiscal year 1967. Extension would make them uniform with the rest of the act, which continues through fiscal year 1968. A study of the provisions and further recommendations were submited to Congress earlier this year.

CHAIR'S REQUEST OF MINORITY STAFF

Senator MORSE. May I interrupt you for just a moment, Mr. Commissioner.

I want the attention of counsel for the minority. Senator Fannin and the chairman have been working closely together, as have other members of the committee, on the Indian school problem. I want counsel to call Senator Fannin's attention in this connection to the Commissioner's testimony dealing with the Indian school program. It is going to be necessary for us on the subcommittee to send to you in writing a list of questions, in addition to such other questions that will be asked in the hearing this morning, and I want Senator Fannin to be notified that any questions that he wants the Commissioner to answer, to have those questions sent down to him so we can have them by Monday.

Senator DOMINICK. Mr. Chairman.

Senator MORSE. Yes, Senator Dominick.

Senator DOMINICK. I think it was between you and Senator Fannin and myself that we got this provision in for the study on the future of the education for Indian children.

Senator MORSE. You and Senator Fannin were the proposers, and you came to me and I joined the two of you. The Senator from Arizona and the Senator from Colorado raised this matter in the first place, and as chairman of the subcommittee I quickly supported them because I think it is meritorious.

Senator DOMINICK. I just wanted to say, Mr. Chairman, that it looks as though we are, if I may say so, stuck with another year of the present system, and the present system is better than that that was in effect before, but it still has not solved many of the basic problems which are, in my mind, related to the question of whether the Bureau of Indian Affairs should be the ones responsible for educating Indian children. I think this is a very basic problem because all it does is promote discrimination instead of trying to provide—to bring them into the mainstream of American life. And I gather that the report indicates that perhaps we ought to expand and enlarge the Bureau of Indian Affairs schools, rather than cutting them back.

So there are some questions that I would like to participate in on this also.

Senator MORSE. Is that your understanding of the results, Commissioner?

Mr. HOWE. The result of the study, very broadly, Mr. Chairman, is that it points to some advantages and disadvantages in making a transfer of the Indian schools to other auspices, but it comes down on the side of recommending that they stay with the Bureau of Indian Affairs.

Senator DOMINICK. We have an interesting thing, if I may interrupt here, we have a District of Columbia Court of Appeals case that says that de facto segregation is unconstitutional in the District of Colum-

bia and here we are putting in legislative segregation in the Indian situation. It seems highly unusual to me.

Mr. Howe. The whole trend of education of Indians is to have them participate more and more in the regular public schools sponsored by the responsible location educational agencies where they are. The large proportion of Indians are in such schools. I believe it is correct to say that the people who have administered the BIA program have tried to encourage the movement of Indians into regular local educational agency-sponsored schools, but there are some very special situations because of the cultural background of the Indians and the places that they live that make it difficult to do this in a rush.

We have here in the room Dr. Carl Marburger, who has administered those schools up until the present time for the past year. He is leaving shortly to go to New Jersey, but I am sure he will be willing to respond to any detailed questions.

Senator Morse. We have a statement from him that I shall now insert in the record.

STATEMENT BY DR. CARL L. MARBURGER, ASSISTANT COMMISSIONER (EDUCATION), BUREAU OF INDIAN AFFAIRS

The Department of Interior supports and endorses passage of the Elementary and Secondary Education Amendments of 1967 as passed by the House of Representatives (H.R. 7819) and sent to the Senate.

During the past 6 months, when funding was available to the Bureau of Indian Affairs under ESEA, much progress has been made in developing sound, innovative projects for Indian children attending Federal schools.

Although great difficulty was encountered in attempting to hire qualified, competent professional staff in the middle of the school year, more than 1,000 have been placed in positions throughout the Bureau.

Under the Elementary and Secondary Education Amendments of 1966 (Public Law 89–750), there is no authorization for continuing funding beyond June 30, 1967. Those schools who have shown extra initiative in finding personnel, particularly specialists, will be forced to dismiss those people. In spite of having only $5 million under title I for a 6 months' period these programs have generated great enthusiasm in students that has not before been apparent. The detrimental educational educational and psychological effect on these children, if we cannot continue these programs after June 30, 1967, would be disastrous.

The success of the Bureau programs in cultural enrichment, English as a second language, improved dormitory conditions through dormitory aids, speech therapy, guidance and counseling, and remedial reading has been encouraging. The attitude of the children and their improved confidence and self-assurance is measurable.

In order for this program to have any meaningful effect, there must be a continuity of this effort.

We strongly urge passage of the Elementary and Secondary Education Amendments of 1967 to provide this continuity.

Senator Morse. I would like to move on——

Mr. Howe. Fine.

Senator Morse. Let me take note of Senator Dominick's observation, which I think I can assure you is the same as Senator Fannin's, and

the same as mine. I think that we have to move as rapidly as the facts and the circumstances permit for an integration of the Indian children in public schools rather than keeping them in segregated schools.

I am not an overnighter, and I can assure you that Senator Fannin and Senator Dominick are not either. We want to do it soundly. Our concern is whether or not we are taking the next step or whether we are just treading water, and there is quite a difference. You have made your report. We have it. It is up to us to move on the legislative level from there.

Mr. HOWE. I think it is fairly clearly on the record, Mr. Chairman, that I am not in favor of segregated schools either, and I think that——

Senator DOMINICK. Well said.

Senator MORSE. There may be some other understatements today, but that is the best.

Mr. HOWE. But it would be helpful for us to receive Senator Fannin's questions just as quickly as possible because I believe you ought to have the answers by Monday.

Going then to the——

BILINGUAL EDUCATION BILL

Senator YARBOROUGH. Mr. Chairman, since this matter of Indian children has come up, I want to mention that the bilingual education bill is cosponsored by both Senators from Texas, both Senators from New York, both Senators from California, bipartisan as to parties, because these are the three States in which most of the Spanish-speaking children live, a million of school age now.

Senator MORSE. Did you include me as a coauthor?

Senator YARBOROUGH. Is the Senator willing to be a cosponsor?

Senator MORSE. I thought you knew I was an enthusiastic supporter of it. Get me on it.

Senator YARBOROUGH. I think you must be on it. If not, you will be before noon, Mr. Chairman. Thank you.

But I want to point out, Mr. Chairman, that in these three States this is a matter of great interest. The Senators of both parties are cosponsors. The States contain within their borders approximately 50 million people, about 25 percent of the population of the country, and this is where the great concentration is.

To save time in view of the fact the little red hand is moving around the clock, Mr. Commissioner, we will submit to you a written question on this before the day is over.

Mr. HOWE. Thank you very much, Senator. I am testifying on Wednesday in the House on the bilingual education bill.

Senator YARBOROUGH. We will have a written question before the day is over.

TEACHERS CORPS EXTENSION

Mr. HOWE. We move then, Senator Morse, to the extension of the Teachers Corps, and I have already appeared before this subcommittee on May 25 in support of the Teachers Corps and its extension. I would like to reemphasize the importance of it and the need for it. The Teachers Corps was not funded for in its first year of existence.

A relatively small supplemental appropriation for fiscal 1966 enabled it to become a reality, and it did indeed bring about 1,200 teachers to training.

The House Committee on Education and Labor only 3 days ago reported H.R. 10943, which would extend the authorization for the Teachers Corps for 3 years, through fiscal year 1970, and would make the following major changes:

(1) Local educational agencies would be given the responsibility to recruit, select, and enroll Teachers Corps members.

(2) The State educational agency would be required to approve a local educational agency's request for Corps members and the arrangements for their training.

(3) Federal contributions for Teachers Corps salaries would be based on the local educational agency's ability to pay the Federal share would be limited to 90 percent, except in exceptional cases.

(4) Teacher-interns would be paid at the rate of $75 per week plus $15 per dependent, or at the lowest rate for teaching full time in the school system in which they teach, whichever is less.

That rate of pay is the same as we use for institutes, people participating in institutes for training under our various programs.

(5) Students in their third and fourth year of undergraduate study would be eligible to become teacher-interns.

(6) The name of the program would be changed from the National Teachers Corps to the Teachers Corps.

(7) Teachers Corps teams could be assigned to a migrant group whose children are not enrolled in a regular school.

(8) Teachers Corps teams could be assigned to schools for Indian children operated by the Bureau of Indian Affairs.

Certain other amendments to the Teachers Corps program are also contained in H.R. 10943. These include a revision in the method of allocating the program throughout the States and a prohibition against participation by Teachers Corps members in the NDEA student loan program and the educational opportunity grant program during the time in which they are enrolled in the Corps. For these purposes, H.R. 10943 authorizes an appropriation of $33 million for fiscal year 1968, $46 million for fiscal year 1969, and $56 million for fiscal year 1970.

Without this legislation, the Teachers Corps would die at the end of this fiscal year. The time and effort which have been put into recruitment, training, and placement of Corps members would be wasted. Even worse, the promise of better education made to the children of the ghetto and of remote rural areas would be broken. This must not happen.

The Office of Education has carefully studied the changes in the Teachers Corps proposed by the House. Several are identical to those contained in S. 1125. Others were developed by the House Committee on Education and Labor with my cooperation and the Director of the Corps, Mr. Graham.

I believe they are, in every case, consistent with the original objectives of the Corps, as conceived by the Congress in 1965. With these amendments, the Teacher Corps will continue to be an effective instrument. both for strengthening educational opportunity in depressed urban and rural areas and for broadening and improving teacher preparation programs throughout the Nation.

In summary, these proposals represent significant additions to and refinements of existing legislation. The programs contained in this legislation do not call for dramatic new levels of funding, but they do promise more effective use of existing authorizations. They do not in every instance possess the glamor of innovation, but they do promise the benefits of consolidation. They are most worthy of your consideration, and I urge their approval by this subcommitee and the Congress.

I appreciate the opportunity to appear before you this morning, and I and my associates will be happy to answer your questions.

QUESTIONS POSED BY CHAIRMAN

Senator MORSE. Senator Yarborough and Senator Dominick, I have two questions, three questions I want to ask the Commissioner and then I would like to have you take the chair while I go to an important outside conference I have been asked to attend.

Mr. Commissioner, as I review section 531(b) of H.R. 10943, which contains an illustrative series of programs and projects for teacher training, am I correct in my interpretation of (b)(1) on page 28 that the language "In any subject" can be broadly construed to be any subject or combination of subjects?

I ask this question since it is my understanding particularly at the elementary level the teachers are responsible for more than one area; that, therefore, you would wish to permit interdisciplinary training to be given.

Mr. HOWE. Yes, sir; that is the correct interpretation and our view as well.

Senator MORSE. My second question:

Further, Mr. Commisioner, am I correct in my assumption that where the words "teacher" or "teachers" or "educational personnel" are set forth in the nine programs, these terms are definable and will be broadly defined by you in each case to include those schoolteachers who serve as school librarians?

It is my understanding that school librarians in most of our jurisdictions, if not all, are considered to be teaching personnel.

Mr. HOWE. Yes; we would so include them.

Senator MORSE. My third question:

Under section 506 of H.R. 10943, relating to the transfer of funds under this act, would the Office of Education or the Department offer objection to a modification which would bring that section of the act to conformity with action taken by this subcommittee in modifying the International Education Act of last session to condition the transfer of funds upon a requirement that the interagency agreements relative thereto be published in the Federal Register prior to their implementation?

Mr. HOWE. We would have no objection to this, Mr. Chairman.

Senator MORSE. Finally, Mr Commissioner, under the amendments made last year to the Elementary and Secondary School Act, the Congress authorized the Bureau for the Education and Training of the Handicapped to administer and carry out programs and projects for the training of teachers of the handicapped. In section 531(b) of the bill being considered by the committee, the Commissioner is authorized to conduct programs or projects to train or retrain persons engaged in programs of special education for the handicapped.

Am I correct in assuming that you will delegate to the Bureau for the Education and Training of the Handicapped this and other programs authorizd by this legislation which come within the provisions creating the new bureau?

Mr. HOWE. We have moved all of our activity for the handicapped in the Office of Education to that bureau, and we would expect to continue to do this.

Senator MORSE. Thank you very much.

Those are the only questions that I have wanted to ask at this time. I have instructed counsel to prepare such other questions as would seem appropriate on the basis of the results of this hearing this morning and submit them to you, if at all possible, late this afternoon.

Senator Yarborough, will you take over.

BILINGUAL TEACHER TRAINING

Senator YARBOROUGH (presiding pro tempore). Mr. Howe, I have only one question at this time in view of the hour and the witnesses and the fact that a 12 o'clock, when the Senate convenes, all committee hearings must stop.

My question relates to this committee print of this proposed bill, which is the same as the House, appearing at page 35 of House of Representatives report, and I am referring to section 531(b), if you do not have a copy before you.

Senator DOMINICK. Which bill, Senator?

Senator YARBOROUGH. This is a committee print here, a reported print of this bill—"To amend the Higher Education Act of 1965." I am referring to section 531(b), which begins at the bottom of page 27 of this committee print, and is the same matter as on page 35 of the House report on this matter.

Page 27 of the Senate committee print, Senator, or page 35 of this House Report No. 373.

(Staff note: The following draft bill contains the text of H.R. 10943 as it was reported from the House Committee on Education and Labor. Since reference was made to a "Committee Print Bill" in colloquy the draft bill was ordered to be included in the record by the chairman.)

[COMMITTEE PRINT]

JUNE 23, 1967

90TH CONGRESS
1ST SESSION

S.

IN THE SENATE OF THE UNITED STATES

JUNE , 1967

Mr. _____ introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

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A BILL

To amend and extend title V of the Higher Education Act of 1965.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That it is the purpose of this Act to coordinate, broaden, and strengthen programs for the training and improvement of the qualifications of teachers and other educational personnel for all levels of the American educational system so as to provide a better foundation for meeting the critical needs of the Nation for personnel in these areas.

AMENDMENTS TO PART A (GENERAL PROVISIONS) OF TITLE V OF HIGHER EDUCATION ACT OF 1965

SEC. 2. Title V of the Higher Education Act of 1965 is amended by—

(a) striking out "TEACHER PROGRAMS" in the heading of such title and inserting in lieu thereof "EDUCATION PROFESSIONS DEVELOPMENT";

(b) redesignating section 502 as section 508; and

(c) striking out section 501 and inserting in lieu thereof the following sections:

"STATEMENT OF PURPOSE

"SEC. 501. The purpose of this title is to improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel by (1) developing information on the actual needs for educational personnel, both present and long range; (2) providing a broad range of high quality training and retraining opportunities, responsive to changing manpower needs; (3) attracting a greater number of qualified persons into the teaching profession; (4) attracting persons who can stimulate creativity in the arts and other skills to undertake short-term or long-term assignments in education; and (5) helping to make educational personnel training programs more responsive to the needs of the schools and colleges.

"NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT

"SEC. 502. (a) The President shall, within ninety days after the enactment of this section, appoint a National Advisory Council on Education Professions Development (hereafter in this section referred to as the 'Council'), for the purpose of reviewing the operation of this title and of all other Federal programs for the training and development of educational personnel, and evaluating their effectiveness in meeting needs for additional educational personnel, and in achieving improved quality in training programs as evidenced in the competency of the persons receiving such training when entering positions in the field of education. The Council shall, in addition, advise the Secretary and the Commissioner with respect to policy matters arising in the administration of this title and any other matters, relating to the purposes of this title, on which their advice may be requested.

"(b) The Council shall be appointed by the President, without regard to the civil service and classification laws, and shall consist of fifteen persons. The members, one of whom shall be designated by the President as Chairman, shall include persons broadly representative of the fields of education, the arts, the sciences, and the humanities, and of

the general public, and a majority of them shall be engaged in teaching or in the education of teachers.

"(c) The Council shall make an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year beginning after the enactment of this section. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report.

"(d) Members of the Council who are not in the regular full-time employ of the United States shall, while serving on the business of the Council, be entitled to receive compensation at rates fixed by the President, but not exceeding $100 per day (or, if higher, the rate specified at the time of such service for grade GS–18 in section 5332 of title 5, United States Code), including traveltime, and, while so serving away from their homes or regular places of business, may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons in the Government service employed intermittently.

"(e) The Council may appoint and fix the compensation of such employees as it deems necessary. The Council is authorized to obtain the services of experts and con-

sultants in accordance with section 3109 of title 5, United States Code.

"(f) There is authorized to be appropriated to carry out this section the sum of $100,000 for the fiscal year ending June 30, 1968, and the sum of $200,000 for each of the two succeeding fiscal years.

"APPRAISING EDUCATION PERSONNEL NEEDS

"SEC. 503. (a) The Commissioner shall from time to time appraise the Nation's existing and future personnel needs in the field of education, including preschool programs, elementary and secondary education, vocational and technical education, adult education, and higher education, and the adequacy of the Nation's efforts to meet these needs. In developing information relating to educational personnel needs, the Commissioner shall consult with, and make maximum utilization of statistical and other related information of, the Department of Labor, the National Science Foundation, the National Foundation on the Arts and the Humanities, State educational agencies, State employment security agencies, and other appropriate public and private agencies.

"(b) The Commissioner shall prepare and publish annually a report on the education professions, in which he shall present in detail his views on the state of the education professions and the trends which he discerns with respect to the future complexion of programs of education through-

out the Nation and the needs for well-educated personnel to staff such programs. The report shall indicate the Commissioner's plans concerning the allocation of Federal assistance under this title in relation to the plans and programs of other Federal agencies.

"ATTRACTING QUALIFIED PERSONS TO THE FIELD OF EDUCATION

"SEC. 504. (a) The Commissioner is authorized to make grants to, or contracts with, State or local educational agencies, institutions of higher education, or other public or nonprofit agencies, organizations, or institutions, and he is authorized to enter into contracts with private agencies, institutions, or organizations when he, after consultation with the National Advisory Council on Education Professions Development, considers such contract will make an especially significant contribution to attaining the objectives of this section, for the purpose of—

"(1) identifying capable youth in secondary schools who may be interested in careers in education and encouraging them to pursue postsecondary education in preparation for such careers;

"(2) publicizing available opportunities for careers in the field of education;

"(3) encouraging qualified persons to enter or reenter the field of education; or

"(4) encouraging artists, craftsmen, artisans, scientists, and persons from other professions and vocations and homemakers to undertake teaching or related assignments on a part-time basis or for temporary periods.

"(b) There is authorized to be appropriated to carry out this section the sum of $2,500,000 for the fiscal year ending June 30, 1969, and the sum of $5,000,000 for the fiscal year ending June 30, 1970.

"CONSULTATION

"SEC. 505. In the development and review of grant and contract programs under this title the Commissioner shall consult with the National Science Foundation and the National Foundation on the Arts and the Humanities to promote coordinated planning of programs to train educational personnel.

"TRANSFER OF FUNDS

"SEC. 506. In addition to the authority for utilization of other agencies conferred by section 803 (b) of this Act, funds available to the Commissioner for grants or contracts under this title shall, with the approval of the Secretary, be avail-

able for transfer to any other Federal agency for use (in accordance with an interagency agreement) by such agency (alone or in combination with funds of that agency) for purposes for which such transferred funds could be otherwise expended by the Commissioner under the provisions of this title, and the Commissioner is likewise authorized to accept and expend funds of any other Federal agency for use under this title.

"EXPERTS AND CONSULTANTS

"SEC. 507. The Commissioner may employ experts and consultants, as authorized by section 3109 of title 5, United States Code, to advise him with respect to the making of grants and contracts and the approving of programs under this title. Experts and consultants employed pursuant to this section may be compensated while so employed at rates not in excess of $100 per day (or, if higher, the rate specified at the time of such service for grade GS–18 in section 5332 of title 5, United States Code), including traveltime, and, while so serving away from their homes or regular places of business, may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons in the Government service employed intermittently."

AMENDMENTS TO PART B OF TITLE V OF THE HIGHER EDUCATION ACT OF 1965

SEC. 3. (a) (1) Part B of title V of the Higher Education Act of 1965 is amended by striking out the heading thereof and inserting the following:

"PART B—ATTRACTING AND QUALIFYING TEACHERS

"Subpart 1—Teacher Corps"

(2) The heading of section 512 of such Act is amended by striking out "National".

(3) Part B of such title V is further amended by striking out "part" each place it appears and inserting in lieu thereof "subpart".

(4) Section 512 of such Act is amended by striking out "National Teacher Corps (hereinafter referred to as the 'Teacher Corps')" and inserting in lieu thereof "Teacher Corps".

(b) Section 511(b) of the Higher Education Act of 1965 is amended by striking out "and" after "June 30, 1966," and by inserting the following immediately before the period at the end of such subsection: ", $33,000,000 for the fiscal year ending June 30, 1968, $46,000,000 for the fiscal year ending June 30, 1969, and $56,000,000

for the fiscal year ending June 30, 1970, respectively; and there are further authorized to be appropriated such sums for the fiscal year ending June 30, 1971, as may be necessary to enable any teacher-intern who has not completed his program of practical and academic training to continue such program for a period of not more than one additional year".

(c) Section 513 (a) of such Act is amended to read as follows:

"SEC. 513. (a) For the purpose of carrying out this subpart, the Commissioner is authorized to—

"(1) enter into contracts or other arrangements with institutions of higher education or local educational agencies under which they will recruit, select, and enroll in the Teacher Corps for periods of up to two years, experienced teachers, persons who have a bachelor's degree or its equivalent, and persons who have successfully completed two years of a program for which credit is given toward a baccalaureate degree;

"(2) enter into arrangements, through grants or contracts, with institutions of higher education or local educational agencies (upon approval in either case by the appropriate State educational agency) or with State educational agencies to provide members of the Teacher Corps with such training as the Commissioner may

deem appropriate to carry out the purpose of this subpart, including not more than three months of training for members before they undertake their teaching duties under this subpart;

"(3) enter into arrangements (including the payment of the cost of such arrangements) with local educational agencies upon approval by the appropriate State educational agency and, after consultation in appropriate cases with institutions of higher education, to furnish to local educational agencies, for service during regular or summer sessions, or both, in the schools of such agencies in areas having concentrations of children from low-income families, teaching teams, each of which shall consist of an experienced teacher and a number of teacher-interns who, in addition to teaching duties, shall be afforded time by the local educational agency for a teacher-intern training program carried out under the guidance of an experienced teacher in cooperation with an institution of higher education;

"(4) pay to local educational agencies such part of the amount of the compensation which such agencies pay to or on behalf of members of the Teacher Corps assigned to them pursuant to arrangements made pursuant to the preceding clause as may be agreed upon after consideration of their ability to pay such compen-

sation, but not in excess of 90 per centum thereof, except that, in exceptional cases, the Commissioner may provide more than 90 per centum of such compensation during the first year of any agency's participation in the program;

"(5) make available technical assistance to local educational agencies and institutions of higher education for carrying out arrangements entered into under clause (1);

"(6) acquaint qualified persons of teaching opportunities and needs in disadvantaged areas and encourage qualified persons to apply to appropriate educational agencies or institutions for enrollment in the Teacher Corps; and

"(7) accept and employ in the furtherance of the purposes of this subpart (A) voluntary and uncompensated services notwithstanding the provisions of section 3679(b) of the Revised Statutes, as amended (31 U.S.C. 665(b)), and (B) any money or property (real, personal, or mixed, tangible or intangible) received by gift, devise, bequest, or otherwise."

(d) Section 513(b) of such Act is amended by striking out "a graduate" and inserting in lieu thereof "an appropriate".

(e) Section 513 (c) of such Act is amended to read as follows:

"(c) (1) Whenever the Commissioner determines that the demand for the services of members of the Teacher Corps exceeds the number available, he shall, to the extent practicable, allocate the number of members of the Teacher Corps who are available among the States in accordance with paragraph (2).

"(2) Not to exceed 2 per centum of the number of members of the Teacher Corps who are available shall be allocated to Puerto Rico and the Virgin Islands according to their respective needs. The remainder of such number of Teacher Corps members shall be allocated among the States so that the number of members available to any State shall bear the same ratio to the number being allocated as the number of children enrolled in the public and private elementary and secondary schools of that State bears to the total number of children so enrolled in such schools in all of the States. The number of children so enrolled shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him. For purposes of this subsection, the term 'State' shall not include Puerto Rico or the Virgin Islands.

"(3) If the Commissioner determines that a State

will not require the number of Teacher Corps members allocated to it under paragraph (2), he shall, from time to time, reallot the number not required, on such dates as he may fix, to other States in proportion to the original allocation to such States under paragraph (2), but with such proportionate number for any of such other States being reduced to the extent it exceeds the number the Commissioner determines such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallocated among the States whose proportionate numbers were not so reduced."

(f) The first sentence of section 513(c)(2) of such Act is amended by striking out "2 per centum" and inserting in lieu thereof "3 per centum", and by striking out "Puerto Rico, and the Virgin Islands" and inserting in lieu thereof "Puerto Rico, the Virgin Islands, and elementary and secondary schools operated for Indian children by the Department of the Interior,".

(g)(1) Section 514(a) of such Act is amended by striking out paragraphs (1), (2), and (3), and inserting in lieu thereof the following:

"(1) an experienced teacher who is leading a teaching team shall be compensated at a rate agreed to by such agency and the Commissioner; and

"(2) a teacher-intern shall be compensated at a

rate which is equal to the lowest rate paid by such agency for teaching full time in the school system and grade to which the intern is assigned, or $75 per week plus $15 per week for each dependent, whichever is less."

(2) The amendment made by this subsection shall not apply to any person enrolled in the Teacher Corps before the date of enactment of this Act.

(h) Section 515 of such Act is amended by adding at the end thereof the following new subsection:

"(d) Members of the Teacher Corps shall not be eligible to receive payment of a student loan under title II of the National Defense Education Act of 1958 or of an educational opportunity grant under title IV of this Act."

(i) Part B of title V of such Act is amended by adding at the end thereof the following new section:

"TEACHING CHILDREN OF MIGRATORY AGRICULTURAL WORKERS

"SEC. 517A. For purposes of this part the term 'local educational agency' includes any State educational agency or other public or private nonprofit agency which provides a program or project designed to meet the special educational needs of migratory children of migratory agricultural workers, and any reference in this part to (1) teaching in the schools of a local educational agency includes teaching in any

such program or project, and (2) 'migratory children of migratory agricultural workers' shall be deemed to continue to refer to such children for a period, not in excess of five years, during which they reside in the area served by the local educational agency."

NEW SUBPART ADDED TO PART B OF TITLE V OF THE HIGHER EDUCATION ACT OF 1967

SEC. 4. Part B of title V of the Higher Education Act of 1965 is amended by inserting at the end thereof (after the section added by section 3 (i) of this Act) the following:

"Subpart 2—Attracting and Qualifying Teachers To Meet Critical Teacher Shortages

"APPROPRIATIONS AUTHORIZED

"SEC. 518. (a) The Commissioner shall carry out during the fiscal year ending June 30, 1969, and the succeeding fiscal year, a program for making grants to States to enable them to support the efforts of local communities experiencing critical teacher shortages to (1) attract to teaching persons in the community who have been otherwise engaged and to provide them, through short-term intensive training programs and subsequent in-service training, with the qualifications necessary for a successful career in teaching, and (2) obtain the services of teacher aides and provide them with the necessary training with a view to increasing the effectiveness of classroom teachers.

"(b) For the purpose of making grants under this subpart, there are hereby authorized to be appropriated the sum of $50,000,000 for the fiscal year ending June 30, 1969, and $65,000,000 for the fiscal year ending June 30, 1970.

"ALLOTMENT TO STATES

"SEC. 519. (a) From the sums appropriated pursuant to section 518(a), the Commissioner shall reserve such amount, but not in excess of 3 per centum thereof, as he may determine and shall allot such amount among Puerto Rico, Guam, American Samoa, the Virgin Islands, the Canal Zone, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this subpart. From the remainder of such sums, the Commissioner shall allot to each State an amount which bears the same ratio to the total of such sums as the number of children enrolled in the public and private elementary and secondary schools of that State bears to the total number of children so enrolled in such schools in all of the States. The number of children so enrolled shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him. For purposes of this subsection, the term 'State' shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Canal Zone, and the Trust Territory of the Pacific Islands.

"(b) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for such fiscal year shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for that year but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amounts reallotted to a State under this subsection during a year from funds appropriated pursuant to section 519 shall be deemed part of its allotment under subsection (a) for such year.

"STATE PLANS

"SEC. 520. (a) Any State which desires to receive grants under this subpart shall submit to the Commissioner, through its State educational agency, a State plan, in such detail as the Commissioner deems necessary which—

"(1) designates the State educational agency as the sole State agency for administration of the State plan;

"(2) sets forth a program under which funds paid

to the State from its allotment under section 520 will be expended solely for (A) programs of local educational agencies to attract to teaching, persons in the community who have been otherwise engaged and to provide short-term intensive training and subsequent in-service training to qualify such persons for teaching, (B) programs of such agencies to obtain the services of teacher aides and to provide them with the preservice or in-service training they need to perform their duties as teacher aides, and (C) administration of the State plan, except that the amount used for administration of the State plan for any fiscal year shall not exceed an amount equal to 3 per centum of the amount paid to the State under this subpart for that year;

"(3) provides assurance that every local educational agency whose application for funds under the plan is denied will be given an opportunity for a fair hearing before the State educational agency;

"(4) sets forth the policies and procedures to be followed in allocating Federal funds to local educational agencies in the State, which policies and procedures shall ensure that such funds will be allocated to local educational agencies having the most urgent need for teachers and teacher aides;

"(5) provides that training under a program de-

scribed in paragraph (2) (A) will be provided only to persons who will, upon completion of their short-term training, have the qualifications for teaching in elementary or secondary school in the community, and that training under a program described in paragraph (2) (B) will be provided only to persons who show promise of being able with appropriate training to serve competently as a teacher aide;

"(6) provides assurances that not more than one-third of the sums expended under this Act will be used to support programs described in paragraph (2) (B);

"(7) provides assurance that no person will be denied admission to training programs carried on under this subpart because he is preparing to teach or serve as a teacher aide in a private school;

"(8) sets forth policies and procedures designed to assure that Federal funds made available under this subpart for any fiscal year will be so used as to supplement, and not supplant, funds which are available from State or local sources for purposes for which grants may be made under this subpart;

"(9) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including any such funds paid

by the State to any other public agency) under this subpart; and

"(10) provides for making such reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this subpart, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

"(b) The Commissioner shall approve any State plan and any modification thereof which complies with the provisions of subsection (a).

"PAYMENTS TO STATES

"SEC. 520A. From the amounts allotted to each State under section 519 the Commissioner shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan. Such payments may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

"ADMINISTRATION OF STATE PLANS

"SEC. 520B. (a) The Commissioner shall not finally disapprove any State plan submitted under this subpart or any modification thereof, without first affording the State

educational agency reasonable notice and opportunity for a hearing.

"(b) Whenever the Commissioner, after reasonable notice and opportunity for hearing to such State agency, finds—

"(1) that the State plan has been so changed that it no longer complies with the provisions of section 520(a), or

"(2) that in the administration of the plan there is a failure to comply substantially with any such provisions,

the Commissioner shall notify such State agency that the State will not be regarded as eligible to participate in the program under this subpart until he is satisfied that there is no longer any such failure to comply.

"JUDICIAL REVIEW

"SEC. 520C. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under section 520(a) or with his final action under section 520B(b), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner there-

upon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

"(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

"(c) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code."

EXTENDING TEACHER FELLOWSHIP PROGRAM TO INCLUDE GRADUATE EDUCATION FOR PRESCHOOL AND ADULT AND VOCATIONAL EDUCATION PERSONNEL

SEC. 5. (a) The heading of part C of title V of the Higher Education Act of 1965 is amended by inserting "AND RELATED EDUCATIONAL PERSONNEL" after "FELLOWSHIPS FOR TEACHERS".

(b) (1) The first sentence of section 521 of the Higher Education Act of 1965 is amended (A) by striking out "elementary and secondary schools" and inserting in lieu thereof "schools", and (B) by inserting "or postsecondary vocational education" after "career in elementary or secondary education".

(2) The second sentence of such section is amended by striking out "teacher education programs" and inserting in lieu thereof "programs for the education of teachers and related educational personnel".

(3) (A) So much of the third sentence of such section as precedes the first comma therein is amended to read as follows: "For the purposes of this part the term 'elementary and secondary education' includes preschool and adult and vocational education, and the term 'career in elementary and secondary education or postsecondary vocational education' means a career of teaching in elementary or secondary schools (including teaching in preschool and adult and vocational education programs) or in postsecondary vocational schools"; (B) the words "elementary or secondary schools", the second time these words occur in such third sentence, are changed to read "such schools"; and (C) the following is inserted in such sentence before the comma after "educational media": "(including educational and instructional television and radio), child development".

(c) Section 522 of such Act is amended to read as follows:

"FELLOWSHIPS AUTHORIZED

"SEC. 522. The Commissioner is authorized to award fellowships in accordance with the provisions of this part for graduate study leading to an advanced degree for persons who are pursuing or plan to pursue a career in elementary and secondary education or postsecondary vocational education."

(d) (1) Paragraph (1) of section 523 of such Act is amended by striking out "Advisory Council on Quality Teacher Preparation" and inserting in lieu thereof "National Advisory Council on Education Professions Development".

(2) Paragraph (2) of such section is amended by inserting "or postsecondary vocational schools" after "elementary or secondary schools"; inserting "or postsecondary vocational education" after "elementary or secondary education"; and amending the term "career in elementary and secondary education", each time such term occurs, to read "career in elementary and secondary education or postsecondary vocational education".

(e) (1) Section 524 (b) of such Act is amended to read as follows:

"(b) For the purpose of obtaining an appropriate

geographical distribution of high-quality programs for the training of personnel for elementary or secondary education, the Commissioner is authorized to make grants to and contracts with institutions of higher education to pay part of the cost of developing or strengthening graduate programs which meet or, as a result of assistance received under this subsection will be enabled to meet, the requirements of subsection (a)."

(2) Subsection (c) of section 524 is repealed.

(f) Subsection (b) of section 525 is amended to read as follows:

"(b) The Commissioner shall (in addition to the stipends paid to persons under subsection (a)) pay to the institution of higher education at which such person is pursuing his course of study such amount as the Commissioner may determine to be appropriate, not to exceed the equivalent of $2,500 per academic year, but any amount charged such person for tuition and nonrefundable fees and deposits shall be deducted from the amount payable to the institution of higher education under this subsection."

(g) Section 528 of such Act is amended by inserting after "June 30, 1968," the following: "$195,000,000 for the fiscal year ending June 30, 1969, and $240,000,000 for the fiscal year ending June 30, 1970,".

NEW PARTS ADDED TO TITLE V OF HIGHER EDUCATION ACT OF 1965

SEC. 6. Title V of the Higher Education Act of 1965 is further amended by adding the following new parts at the end thereof:

"PART D—IMPROVING TRAINING OPPORTUNITIES FOR PERSONNEL SERVING IN PROGRAMS OF EDUCATION OTHER THAN HIGHER EDUCATION

"ADVANCED TRAINING AND RETRAINING

"SEC. 531. (a) The Commissioner is authorized to make grants to, or contracts with, institutions of higher education and State educational agencies, and to make grants to, or contracts with, local educational agencies if, after consultation with the State educational agency, such State agency is satisfied that the program or project will be coordinated with programs carried on under part B, for carrying out programs or projects to improve the qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary schools (including preschool and adult and vocational education programs) or postsecondary vocational schools or to supervise or train persons so serving.

"(b) Programs or projects under this section may include, among others—

"(1) programs or projects to train or retrain teachers, or supervisors or trainers of teachers, in any subject generally taught in the schools;

"(2) programs or projects to train or retrain other educational personnel in such fields as guidance and counseling (including occupational counseling), school social work, child psychology, remedial speech and reading, child development, and educational media (including educational or instructional television or radio);

"(3) programs or projects to train teacher aides and other nonprofessional educational personnel;

"(4) programs or projects to provide training and preparation for persons participating in educational programs for children of preschool age;

"(5) programs or projects to prepare teachers and other educational personnel to meet the special needs of the socially, culturally, and economically disadvantaged;

"(6) programs or projects to prepare teachers and other educational personnel to meet the special needs of exceptionally gifted students;

"(7) programs or projects to train or retrain persons engaging in programs of special education for the handicapped;

"(8) programs or projects to provide inservice and other training and preparation for school administrators;

"(9) programs or projects to prepare artists, craftsmen, scientists, artisans, or persons from other professions or vocations, or homemakers to teach or otherwise assist in programs or projects of education on a long-term, short-term, or part-time basis.

"(c) Grants or contracts under this section may provide for use of funds received thereunder only to pay the cost of—

"(1) short-term or regular-session institutes; or

"(2) other preservice and inservice training programs or projects designed to improve the qualifications of persons entering and reentering the field of elementary and secondary education or postsecondary vocational education, except that funds may not be used for seminars, symposia, workshops or conferences unless these are part of a continuing program of inservice or preservice training.

"(d) The Commissioner may include in the terms of any grant or contract under this section provisions authorizing the payment, to persons participating in training programs supported under this section, of such stipends (including allowances for subsistence and other expenses for

such persons and their dependents) as he may determine, which shall be consistent with prevailing practices under comparable federally supported programs.

"APPROPRIATIONS AUTHORIZED

"SEC. 532. There is authorized to be appropriated to carry out this part the sum of $70,000,000 for the fiscal year ending June 30, 1969, and the sum of $90,000,000 for the fiscal year ending June 30, 1970.

"PART E—TRAINING PROGRAMS FOR HIGHER EDUCATION PERSONNEL

"PROGRAMS AND PROJECTS

"SEC. 541. (a) The Commissioner is authorized to make grants to, or contracts with, institutions of higher education to assist them in training persons who are serving or preparing to serve as teachers, administrators, or educational specialists in institutions of higher education.

"(b) Grants or contracts under this section may provide for use of funds received thereunder only to assist in covering the cost of courses of training or study (including short-term or regular-session institutes and other preservice and inservice training programs) for such persons, and for establishing and maintaining fellowships or traineeships, except that funds may not be used for fellowships which are eligible for support under title IV of the National Defense Education Act of 1958, or for seminars, conferences, sym-

posia, and workshops unless these are part of a continuing program of inservice or preservice training.

"(c) The Commissioner may make a grant to or enter into a contract with an institution of higher education only upon application by the institution and only upon his finding that such program will substantially improve educational opportunities throughout the Nation for training for persons who have or are preparing to undertake teaching or administrative responsibilities in institutions of higher education or the responsibilities of an educational specialist in such institution.

"STIPENDS

"SEC. 542. The Commissioner may include in the terms of any arrangement with an institution of higher education under this part provisions authorizing the payment, to persons participating in training programs supported under this part, of such stipends (including allowances for subsistence and other expenses for such persons and their dependents) as he may determine, which shall be consistent with prevailing practices under comparable federally supported programs.

"APPROPRIATIONS AUTHORIZED

"SEC. 543. There is authorized to be appropriated to carry out this part the sum of $21,500,000 for the fiscal year ending June 30, 1969, and the sum of $36,000,000 for the fiscal year ending June 30, 1970."

LIMITATION

SEC. 7. The Higher Education Act of 1965 is further amended by inserting before the period at the end of section 508 (as redesignated by section 2(b) of this Act) the following words: "or training for a religious vocation or to teach theological subjects".

SHORT TITLE OF TITLE V OF HIGHER EDUCATION ACT OF 1965

SEC. 8. Title V of the Higher Education Act of 1965, as amended by this Act, is further amended by adding at the end of part A thereof the following new section:

"SHORT TITLE

"SEC. 509. This title may be cited as the 'Education Professions Development Act'."

EFFECTIVE DATES

SEC. 9. (a) The amendments to title V of the Higher Education Act of 1965 made by the foregoing sections of this Act shall be effective with respect to fiscal years beginning after June 30, 1968, except that the following amendments made by this Act shall take effect on the date of enactment of this Act:

(1) The redesignation of section numbers made by section 2 of this Act.

(2) The repeal (by section 2(c) of this Act) of section 501 of title V of the Higher Education Act

of 1965 (which provides for an Advisory Council on Quality Teacher Preparation) and the enactment, in lieu thereof, of section 501 (Statement of Purpose) and section 502 (National Advisory Council on Education Professions Development) of such title; and the conforming amendment to section 523 (1) of such title V made by section 5 (d) (1) of this Act.

(3) The enactment (by section 2 (c) of this Act) of section 507 of title V of the Higher Education Act of 1965 (relating to experts and consultants), and the concomitant repeal (by section 5 (e) of this Act) of subsection (c) of section 524 of such title V.

(4) The amendments made by sections 3, 7, and 8 of this Act.

(b) Nothing in this section shall be construed to preclude advance planning and dissemination of information by the Commissioner of Education with respect to amendments the effective date of which is deferred by this section.

Senator DOMINICK. Are you dealing with work study?

Senator YARBOROUGH. This concerns advanced training and retraining.

It is section 531, advanced training and retraining, teacher training programs.

I refer, Mr. Commissioner, to section (b), "A program of projects under this section may include, among others" and you enumerate some nine types of programs for the training of teachers.

Now, my question there is can you see any reason why we should not put an additional subsection to be added to section 531(b), No. 10, to specifically provide for the training of teachers in bilingual education?

From all the evidence of our special Bilingual Education Subcommittee, it takes at least a year longer to train a bilingual teacher to teach bilingual than it does to train a monolingual teacher to teach only in one language. Do you have any reason why we should not provide also a subsection 10—you do have all kinds of subsections to train teachers to teach—why we should not add a subsection to specifically train teachers to teach bilingually?

Mr. HOWE. Well, Senator Yarborough, the program as set forth here is very broad, and I am sure at the present time it includes authority to do that, to do exactly that, but we have no objection to using this as an additional example because actually these nine items are in a sense examples.

Senator YARBOROUGH. Well, I realize it says there "may include, among others," I have the feeling that those that are named may receive preferential treatment. This is the normal human way of proceeding.

Mr. HOWE. I would say at one point we did have in this legislation a rather extensive list of different kinds of categories, that these were removed in the House—is that not correct, Mr. Halperin—and I think they were removed perhaps with the notion that once you start listing everything, then it is easier to omit something, whereas if you made a broad general authorization as to all inclusive, that then covers everything. We have no objection. Let me make this very clear.

Senator YARBOROUGH. You have no objection. You have nine specified. You have no objection to adding a 10th there since we know from previous testimony it takes about a year longer to train such a teacher than one in a monolingual institution.

Mr. HOWE. I quite agree with you, that this is quite an important category of persons to have trained.

Senator YARBOROUGH. Thank you. I have no further questions at this time. If we have others, Mr. Howe, in the interest of time we will submit them in writing before the day is over.

Mr. HOWE. Thank you.

Senator YARBOROUGH. Thank you.

Senator Dominick?

TEACHERS CORPS DATA

Senator DOMINICK. I want to ask you, Mr. Howe, about your statement, if I can find out what we are supposed to be dealing with at any time in this hearing, on the National Teachers Corps.

It is my understanding from your statement that you have 1,213 Teachers Corps members now teaching in 111 school districts. Then

you say right below that "900 of these Teachers Corps members are teacher-interns receiving advanced training."

Now, are they both receiving training and also doing teaching at the same time, or are there only 300 who are actually teaching?

Mr. HOWE. No, the number 1,213 breaks down to two categories, the interns and the experienced teachers who are helping with their training as master teachers. So there are approximately 300 master teachers and 900 teacher-interns in training. The teacher-interns——

Senator DOMINICK. In other words, the figure of 900 is in addition to 1,213?

Mr. HOWE. No, sir; it is inclusive within.

Senator DOMINICK. It is inclusive within it. Well, if they are receiving advanced training at colleges and universities, are they also teaching?

Mr. HOWE. They are engaged in the schools and in the universities in a sense at the same time. They work on the job in the schools. They spend their summers in the universities. They spend part of their time, sometimes nights, sometimes weekends, connected with the university doing some course work while they are working in the school.

Senator DOMINICK. In other words, they are not full-time teachers then, during the school year?

Mr. HOWE. No, they are not. They are supplementary personnel for the school system. They do not replace a regular teacher in the school system. They do help with the breaking up of classes into smaller groups, providing additional services to disadvantaged children in the schools.

Senator DOMINICK. Are they working as teachers, or are they working as staff members of one kind or another?

Mr. HOWE. They are working really as people who are learning to be teachers and performing a teacherlike assignment without having full responsibility of a regular teacher.

Senator DOMINICK. On page 12 you say that the students in their 3d and 4th years of undergraduate study would be eligible to become teacher-interns.

Does this mean they would be part of the Teachers Corps, or does this mean that they are going to get additional assistance in getting through their own education, or what does it mean?

Mr. HOWE. This reflects, in fact, that perhaps 75 percent of the teachers in the United States get their teacher training completed with a bachelor's degree. The Teachers Corps up to the present time has been a graduate-degree enterprise. We are suggesting here that those people who prepare for teaching in the undergraduate years before the bachelor's degree might become regular interns in the Teachers Corps and achieve their teacher training through the Teachers Corps.

TITLE II NDEA LOAN PROHIBITION

Senator DOMINICK. Why should they be prohibited from participating in the student loan fund?

Mr. HOWE. Well, this is really a question of benefits under two separate Federal programs. The benefits they receive under the Teachers Corps bring them the equivalent of a good fellowship, and

the $75 plus $15 if they have any dependents—they would be less likely to in the undergraduate years—seems adequate support for a person in training.

This particular provision was added by the House. It was not included in our original recommendation, but we see the rationale in it, and we support it.

Senator DOMINICK. Maybe I am not going at this properly. Let me put it in another context which may make my questions clearer.

I am interested in the mechanics of this. It seems to me that it is going to be very difficult for someone to complete their undegraduate study and while they are so doing also teach and still not be eligible to have any assistance for their own educational process.

Mr. HOWE. They do have their tuition paid if regular members of the Corps at the university; is that not correct, Mr. Graham?

So that they do not carry the normal tuition expense that a regular student has. The Teachers Corps, in addition to this $75 mentioned here, picks up the tuition expense of the student. So there would not be the need for a double Federal backing for the individual student.

TEACHERS CORPS SERVICE WITH BIA

Senator DOMINICK. Now, who is going to determine where they are going to be assigned? For example, you have in here a provision under 7 and 8 that they are going to be assigned to a migrant group or they are going to be assigned to a Bureau of Indian Affairs school. Who is going to determine that?

Mr. HOWE. Could I ask Mr. Graham to comment on that?

Mr. GRAHAM. All of these programs are locally developed and they are State approved. So that the program then defines the means, this system by which these people are selected and assigned. They are assigned by the local system or reassigned, hired and fired at that local operation.

Now, in developing a program proposal they usually say we want people to meet this criteria. Most of them are recruited, or a significant number of them will be recruited locally by the school systems and universities. The university that determines who it wants to its graduate training program, or in the new legislation, undergraduate program, and the school system and the State representative, normally along with the university, will look at these people during a period of preservice training and make certain that the earlier selection process has been good before they will make the assignments to the schools.

Senator DOMINICK. Well, the local school boards and the State agencies have no jurisdiction over the Bureau of Indian Affairs schools.

Mr. GRAHAM. Now, so far as this year, the only experience has been in these schools that are adjacent to Indian communities, schools that are taking over the responsibility of educating Indian children.

Now, the means of selecting these people for Bureau of Indian Affairs schools has not been developed because there has not yet been a proposal.

Senator DOMINICK. Well, is it contemplated that it will be done through the Bureau of Indian Affairs and we are going to increase the bureaucracy of the Bureau of Indian Affairs again?

Mr. GRAHAM. In our discussions with the Bureau people, their major concern was to—although Dr. Marburger might better answer

this than I, in discussions so far their interest was in finding persons who would go to these schools adjacent to the Indian reservation to help in this transition from the Bureau schools to schools administered locally.

TEACHERS CORPS SERVICE TO MIGRANT CHILDREN

Senator DOMINICK. And how about the migrant groups—who is going to determine what teachers are going to be chosen there and where they are going to go, and so on?

Mr. GRAHAM. There have been two program proposals that have been developed so far, one in California largely by the University of Southern California, and another one in Texas by Texas A. & I. In both cases there the State and the university would play the major role in determining the selection of these people.

Senator DOMINICK. What you are, in effect, saying, then, by including the undergraduates in the Teachers Corps is that you are giving them a work study program under a different title——

Mr. GRAHAM. That is correct.

Senator DOMINICK (continuing). Is that not about right?

Mr. GRAHAM. Yes, sir.

Senator DOMINCK. Is this compatible with the effort that is supposed to be made by the Teachers Corps where the teachers are supposed to go into the areas where it is difficult to get good teachers to go now?

Mr. GRAHAM. Yes, sir; it is.

The program has worked well in those parts of the United States where local superintendents have had difficulty attracting teachers to that area, teachers who want to learn the particular requirements of that job.

Senator Yarborough was speaking earlier of teachers who would be interested in working with children who should become proficient in two languages. In part of Texas they have been able to attract people either from the area or others with a proficiency in Spanish who want to work with Spanish-speaking children.

OBLIGATION OF TEACHERS CORPS PERSONNEL TO CONTINUE IN EDUCATION

Senator DOMINICK. Let me just ask one more question, and I will try to be as short as I can.

What—how many years is a better way of putting it are the people who enlist in the Teachers Corps obligated to go ahead and teach?

Mr. GRAHAM. They are not obligated under the present legislation——

Senator DOMINICK. So they then go to school for the 3d and 4th years of school on this $75 a week plus free tuition plus $15 for dependents and then never teach at all.

Mr. GRAHAM. We have said to the local school systems that we suggest that you establish your own criteria for the persons that you want to serve in your schools for these 2 years; that if you wish to make a requirement that they stay on for 1 year or 2 years or 3 years, whatever you wish, you make that requirement.

Senator DOMINICK. I just want to make a crystal clear record here that as far as that portion of it is concerned, what we are really doing is giving another aid to the kids who are trying to get through college.

Mr. GRAHAM. It is true. Most of the school systems and universities have said that we believe that it is better if we do not make this requirement. We do not want people staying on in our school systems who do not want to be there, and we do not want them staying there because they feel they have a financial obligation to do so. They say we believe we can train these people so well that they are going to want to stay. If we have not trained them that well and if we have not found the right kind of person, we do not want them to stay.

Senator DOMINICK. What kind of problems are going to get between these fellows who are getting this kind of pay for undergoing undergraduate training and the fellows who are under the guaranteed loan program, or something like that, where they have an obligation to repay this money?

Mr. GRAHAM. The feeling so far is that the Teacher Corps, particularly with these changes in legislation, is the toughest way to get your education. In checking with the people for whom we are now working, the principals and superintendents, they say the work that they are doing there, that they earn this by the work that they are performing during these 2 years, that with this new legislation that would pay them $75 a week that is subject to local and State and Federal taxes, they will actually receive less money than a person on a federally sponsored fellowship.

Senator DOMINICK. In what colleges are these teacher interns now being trained? Could you give me a list of those?

Mr. GRAHAM. Yes, sir. There are 50 of them throughout the United States.

(The material referred to follows:)

National Teacher Corps Programs 1966–67

ARIZONA

The University of Arizona 120070
Director: Dr. Waldo K. Anderson
College of Education
Tucson, Arizona 85721
Phone (602) 884–1461

Tucson School District No. 1
Tucson, Arizona
Robert D. Morrow, Superintendent
Dr. Florence W. Birkemeyer, Project Coordinator

ARKANSAS

Arkansas State Teachers College 130060
Director: W. H. Osborne
Conway, Arkansas 72032
Phone (501) 329-2931 Ext. 294
Home [redacted]

Conway Public Schools
Conway, Arkansas
H. L. Stanfill, Superintendent
Mrs. Miriam H. Scott, Project Coordinator

Gentry Public Schools
Gentry, Arkansas
Jack J. Efurd, Superintendent and Project Coordinator

Little Rock Public Schools
Little Rock, Arkansas
Dr. J. Harvey Walthall, Jr., Superintendent and Project Coordinator

East Side School District No. 5
Manifee, Arkansas
Frank W. Smith, Superintendent and Project Coordinator

Mayflower Public Schools
Mayflower, Arkansas
Arlie Metheney, Superintendent and Project Coordinator

Nemo Vista School District No. 8
Center Ridge, Arkansas
T. O. Adams, Superintendent and Project Coordinator

Plum Bayou-Tucker School District #1
Wright, Arkansas
James V. Anderson, Superintendent and Project Coordinator

St. Joe Public Schools
St. Joe, Arkansas
Dr. Blackwell, Superintendent
Mrs. Cleta Blackwell, Project Coordinator

Wander View School District No. 2
Hattiesville, Arkansas
Raymond Kinslow, Superintendent and Project Coordinator

CALIFORNIA

San Diego State College 141200
Director: Dr. William H. Wetherill
5402 College Avenue
San Diego, California 92115
Phone (714) 286-6235
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Chula Vista City School District
Chula Vista, California
Burton C. Tiffany, Superintendent
Dr. Leonard Servetter
Project Coordinator

Escondido Union School District
Escondido, California
Edward V. Murphy, Superintendent
George B. Greenough
Project Coordinator

Santee School District
Santee, California
Charles E. Skidmore
Superintendent
Miss Jimmy Phelps
Project Coordinator

South Bay Union School District
Imperial Beach, California
Dr. Robert N. Burress
Superintendent
Dr. A. W. Autio, Project Coordinator

San Jose State College 141260
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Phone (408) 294–6414 Ext. 2595
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Berkeley Unified School District
Berkeley, California
Neil V. Sullivan, Superintendent
Dr. Jay T. Ball, Project Coordinator

Monterey County Office of Education
Salinas, California
Edwin C. Coffin, County Superintendent
Thomas J. Pollino, Project Coordinator

University of Southern California 171490
Director: Donald E. Wilson
809 West Jefferson
Los Angeles, California 90007
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Enterprise City School District
Compton, California
Keith Martin, Superintendent
Mr. Donald Hodes, Project Coordinator

Garvey School District
South San Gabriel, California
Mr. Eldridge N. Rice Superintendent
Dr. John G. Gable, Project Coordinator

Jurupa Unified School District
Riverside, California
Dr. Robert E. Hummel Superintendent
Dr. Robert L. Seaton, Project Coordinator

Willowbrook School District
Los Angeles, California
Lloyd D. Dickey, Superintendent and Project Coordinator

DISTRICT OF COLUMBIA

Catholic University of America 180040
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District of Columbia Public Schools
Dr. Carl F. Hansen Superintendent
Mr. Norman Nickens, Project Coordinator

Trinity College
Director: J. B. Goddu
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Phone 269–2338 or 269–2221
Home [redacted]

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FLORIDA

University of Miami 190310
Director: Dr. Robert Hendricks
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Coral Gables, Florida 33124
Phone (305) 661–2511 Ext. 2293
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Broward County Board of Public Instruction
Fort Lauderdale, Florida
Dr. Myron L. Ashmore Superintendent
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Dade County Public Schools
Miami, Florida
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Dr. Terence T. O'Connor Project Coordinator

GEORGIA

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HAWAII

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Dr. Lowell D. Jackson, State Superintendent
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Dr. Clarence N. Masumotoya
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James Redmond, General Superintendent of Schools
Dr. Louise Dieterle
Project Coordinator

Maywood Public School District No. 89
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John Prater, Superintendent
H. T. Peterson, Project Coordinator

Southern Illinois University 230970
Director: Dr. Arthur L. Aikman
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Centralia City Schools
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INDIANA

Indiana State University 240190
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Gary, Indiana
Dr. Lee R. Gilbert
Superintendent
Dr. Haran J. Battle, Project Coordinator

Indianapolis Public Schools
Indianapolis, Indiana
Dr. George F. Ostheimer
General Superintendent
Lewis W. Gilfoy, Project Coordinator

Lake Ridge Schools
Griffith, Indiana
Dr. Charles L. Sharp
Superintendent
W. A. Williams, Project Coordinator

Vigo County School Corporation
Terre Haute, Indiana
Mr. Max Gabbert, Superintendent
Dr. Carl S. Riddle, Project Coordinator

KENTUCKY

Morehead State College 270230
Director: Lawerence E. Griesinger
Room 201, Rader Building
Morehead, Kentucky 40351
Phone (606) 784-4181 Ext. 246
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University of Kentucky with Berea College 270350
Director: Dr. Harry Robinson
118-A Social Science Building
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Western Kentucky State College 2070390
Director: Dr. B. W. Broach
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Breathitt County Board of Education
Jackson, Kentucky
Mrs. Marie R. Turner
Superintendent and Project Coordinator

Breathitt County Board of Education
(See above)

Harlan County Board of Education
Harlan, Kentucky
Dr. James A. Cawood, Superintendent
Mr. Ervin B. Pack, Project Coordinator

Lexington Public School System
Lexington, Kentucky
John W. Ambrose, Acting Superintendent
Mrs. Edythe J. Hayes, Project Coordinator

Louisville Public School System
Louisville, Kentucky
Samuel V. Noe, Superintendent
Mr. Eddie W. Belcher, Project Coordinator

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Senator DOMINICK. That is all I have, Mr. Chairman.

Senator YARBOROUGH. Mr. Graham, in this connection, where teachers are being trained, where a student is working toward a bachelor of education degree or a bachelor of arts or bachelor of science with a major in education where he plans to teach, do not those colleges require practice teaching now as a part of their training to get the degrees?

Mr. HOWE. Senator, they do require practice teaching, but generally on a less-time-consuming basis than the Teachers Corps internship involves. To include undergraduates, as I suggested here, will demand some adjustment of the program by the college or university that wishes to institute a Teachers Corps enterprise in the undergraduate years. It will mean the design of a new program. There are many efforts being made these days to change the patterns of teacher training in education. I think that this possibility of a new and flexible element in the undergraduate years is well worth exploring. I myself would not want the entire Teachers Corps to move in this direction. I believe that a substantial portion of it ought to remain a graduate program. It seems to me well worth having this authorization to make this kind of exploration and to serve this type of youngster.

Senator YARBOROUGH. Well, I realize, of course, that the Teachers Corps, which I very strongly support, requires exceptional training to

prepare young people to go into these areas where the work in education is difficult. It takes people of considerable ability, too, but the point I wanted to make is that this special training actually is nothing new, or even to get a conventional degree.

Mr. HOWE. Nothing new in principle.

PRACTICE TEACHING

Senator YARBOROUGH. That is right. To get a degree in education you should have have some competency, demonstrated competency in teaching.

Mr. GRAHAM. Senator, there is one significant difference, and that is that most practice teaching experience has been either in the campus schools or in the better schools in the community. The experience that the Teachers Corps people go through is in the schools that are really the toughest ones to train people for work in. All too frequently a teacher who has had his experience in the better school systems and then finds himself assigned to a more difficult school finds that he is not prepared, and far too many of those people then leave those teaching assignments for ones that they have been prepared for.

Senator YARBOROUGH. Well, the practice teaching that I have observed in my own State bears out what you have said.

The teachers of educational courses, these teachers for their practice teaching were assigned to prestige schools in the city. They went to the schools that had a reputation as being the best. It was a rather prestige thing that they received their practice teaching in these schools.

Senator DOMINICK. Mr. Chairman, would you yield on that?

Senator YARBOROUGH. Yes. I have no more questions.

QUESTION POSED BY SENATOR PROUTY ON UNDERGRADUTE TEACHERS CORPS TRAINING

Senator DOMINICK. I just wanted to ask one more question along this same line to keep the record straight.

On behalf of Senator Prouty he asked that I ask this question, and that is that he notes that the bill would allow for the first time students in their third and fourh year of undergraduate study to participate in the Teachers Corps. And then he goes on and says this:

> Because by definition these students are without any academic credentials, exactly what role will they be expected to play in the schools?

Mr. HOWE. They would perform the same role that current members of the Teachers Corps do, perhaps a somewhat lower level of expectation and performance, but as Senator Yarborough was saying a moment ago, it is quite common to bring undergraduate students into the schools for practice teaching experience and to give them a degree of responsibility for working with youngsters in those schools under supervision.

Senator DOMINICK. But, Mr. Howe, I refer you to the answer which you gave to Senator Prouty in writing, which says, and I quote:

> On the other hand, a Teachers Corps intern is a highly qualified person. By the time he begins his practice teaching in a school he has his BA and has completed preservice training in the education of the disadvantaged. He is part of a

team. He is supervised by and learns from the team leader outside the resident faculty. As such, he contributes supplementary staff to the school rather than costing the school in terms of money and the time of the resident faculty.

These were your words, not anybody else's.

Mr. HOWE. And what I just said, I used the phrase "at a somewhat lower level of performance," and this is exactly what I meant; that what could be expected of an undergraduate is probably not as great as what could be expected of a graduate student who has had a summer of exposure. But it is quite common to introduce into the schools undergraduate students to perform the beginning responsibilities of teaching, to learn how to do lesson planning, to work with small groups of students on a tutorial basis, and many undergraduate students can do this kind of thing very successfully.

Senator DOMINICK. I think that is entirely probable, and then what you are really saying then, in answer to this question is you suspect that this opportunity for the younger people will increase both the number of people that will be interested in the Corps and also their motivation, is that correct?

Mr. HOWE. Yes, sir.

Senator JAVITS. Would the Senator yield?

Senator DOMINICK. Yes.

QUESTION POSED BY SENATOR MURPHY CONCERNING OBLIGATION TO CONTINUE IN TEACHING CAREER

Senator JAVITS. Senator Murphy wanted a question asked, too. May I just read it as given to me by his aide:

The purpose of the Teacher Corps is to bring in and encourage teacher to teach in the urban slums. While they are so teaching, they can work on a Master's Degree. Would you not believe it wise to require these teachers after securing such Master's Degree to remain in the urban slum schools, or at least the school system, or to be forced to reimburse the Federal Government for tuition expenses?

Mr. HOWE. I would be inclined not to make this a requirement, Senator Javits. It seems to me that all of the civilian Federal programs that we have for fellowships and institutes and training opportunities in which the Federal Government is hoping to bring new people into service in a particular category of service leave open to the individual the option of what he is going to do but tries to create the motivations and the skills that will result in him selecting the option that has to do with his training period and, I believe, that the Teacher Corps has been and will be successful in creating those motivations and interests, and that the people in it in large part will remain to do this important job. I think to require this with the threat of return of funds, which would be extremely onerous for the individual who is likely to go into this kind of work, would probably make very great difficulty.

Senator JAVITS. Well, you understand, Dr. Howe, that this is Senator Murphy's question, and we will see that your answer goes to him. And if he has any followup questions, I ask him unanimous consent that Senator Murphy may ask them in writing and that the answer may appear in the record.

Senator YARBOROUGH. Without objection, it is so ordered.

Senator Javits, we have all promised the Commissioner we would get our question in writing in today since we expect to have an executive session on the bill by Monday.

Senator JAVITS. Well, may I say——

Senator YARBOROUGH. We hope that those questions might be in by today so the Commissioner will have an opportunity to answer them before our executive session Monday.

Senator JAVITS. May I say, Mr. Chairman, that as a member of the Appropriations Committee, as is our chairman, I am extremely desirous of getting an executive session, and the Teachers Corps authorization made into law. I think it is absolutely essential to the struggle in the slums and the ghettos. It is an extraordinary evidence of the gifted initiative by young Americans, and I can assure you gentlemen that I shall do everything I can to get it both authorized and funded.

Mr. HOWE. Senator Javits, could I say in response to Senator Murphy's question we have polled some of the people working with the Teachers Corps with an identical question and have a series of responses. If you would like to have these entered for the record, we would be happy to do so.

Senator JAVITS. I think that would be splendid. I ask unanimous consent that that be done.

Senator YARBOROUGH. Without objection, so ordered.

Any further question of the witness here?

Senator Randolph, have you any questions of Commissioner Howe and the other witnesses with him?

Senator RANDOLPH. Mr. Chairman, I would like to ask a question.

Senator YARBOROUGH. Yes.

Senator RANDOLPH. Commissioner Howe, this is not, in a definitive fashion, on the subject, but on a broader question that I wish to pose to you.

THE VALUE OF SMALL COLLEGE EDUCATION

As we think of higher education in our country today, I am sure that those persons, like the members of this subcommittee, who visit institutions of learning from time to time, either to speak and counsel with students or administrators, are rather appalled—at least I am—by the very size of the institutions in question.

I enter a classroom, from time to time, and I feel there that the student more or less has become a statistic rather than a human being. He has no direct contact with the professor or with the instructor, with the teacher.

Now, I am a realist and I know that with persons in the numbers we have today attending institutions of higher learning; those institutions, per se, become bigger, and naturally this personal educational contact, which I believe to be highly valuable, is being in a degree lost.

Now, I wonder if you have given thought to some method, some procedure, some plan by which we—even in our bigness—can allow the individual student to have the feeling that he is not being lost in the shuffle of all this bigness; but that there is this counseling and understanding which he or she may have with the members of the teaching staff. Is there a way that we can break these larger segments into smaller units? Is that practical? What can we do?

Very frankly, it is not that I just want to comment on this this morning in rather cursory fashion, but I have an intense interest in this particular subject matter.

I have visited within the last 2 weeks a small college in Wisconsin, Milton, 10 miles out of Janesville, and there I found that which still I think is highly important, the small college functioning in the atmosphere that I am talking about. We are directing our attention, some of us I am sure, to the questions that are posed in the most recent or current issue of Time magazine,[1] the plight of the small private college. That is subject matter which was developed for our reading and study. It would seem to me, Mr. Chairman, as we talk about higher education today, that we might very properly have from the Commissioner his thinking along these lines.

I want to say that I am somewhat disappointed at times with the thinking of Secretary Gardiner on this subject, because he does not think in terms of the smaller college in the way I think he should think of it. This is no criticism of him. He would not deny what I am saying because his words are already spoken and the written word is on the record on this subject matter—and he may be correct. I am saying, Mr. Commissioner, it is a concern of mine. It is a concern of millions of parents in the United States of America. It is a concern of hundreds of thousands, I know, of our younger people.

I just ask you to make comment if you feel it appropriate.

Mr. HOWE. Let me make a brief comment with the realization that this is a very large question and an important one.

I have been having the same experience you have been having, Senator Randolph. I gave a commencement address to a graduation class in which there were a hundred students, and I gave another commencement address at a university graduation which was held in the football stadium where there were something like 30,000 people present. It was not a very intimate atmosphere.

I think the first thing you have to say is that the solutions reached to this problem will have to be reached by the institution at the institutional level through its examination of its own problems; that the role of the Federal Government in this is not to plan for the institution about how it should organize itself internally, but that the role for the Federal Government may be one of providing resources which it needs to get at the problem of personalizing the place. And it seems to me that this Education Professions Development Act, as it applies to higher education, opens up totally new vistas for higher education institutions to seek funding from the Federal Government for the training of the kinds of persons who can do exactly the thing you are addressing yourself to, counseling functions in the university, student extracurricular functions, better organization of domitory arrangements, under the leadership of administrators in the university. I think all of these are pieces of the problem, and I think all of them can be attacked indirectly through the support that would be provided under this legislation.

But I do have to emphasize that I cannot say that we in the Office of Education have a role in telling institutions how to do this, rather a role in providing flexibility of resources that they need to do it with.

Then I would comment just briefly on your further remark on the

[1] The article referred to may be found on p. 514.

plight of the small college. You are quite correct about that, that the small and particularly the private institution is in great difficulty, and it depends to a high degree on tuition support, tuition that has had to raise so rapidly that most of these institutions feel it cannot be raised as rapidly as their costs are going up. And I think we need to address ourselves to this particular problem.

In our councils in the Office of Education we are seeking some ideas about legislative suggestions for this purpose that we might make to the Congress. So I thoroughly agree with you, that you have identified a significant area here and one that may require legislation that is not before us now.

Senator RANDOLPH. Commissioner Howe, I am very grateful for your addressing yourself to this subject in the way that you have.

And, Mr. Chairman, I appreciate the opportunity of having been given the point of contact here, not on a specific item in the testimony already given or to be given, but to this larger matter which we may have to go into in a way that we have not been going into it within this subcommittee.

Mr. Chairman, thank you.

GROWTH OF HIGHER EDUCATIONAL INSTITUTIONS

Senator YARBOROUGH. If the subcommittee will pardon the personal reference, I attended the U.S. Military Academy for a year, Sam Houston State Teachers College in Texas 2 years, and the University of Texas some years from which I graduated. All of those three institutions combined, while I was a student, had a total population of less than 5,000 students. There is no longer a formal State Teachers College in Texas. Now they call them universities. Most of them have over 5,000 students; 5,000 is regarded as a small enrollment. But in those days that was the sum total of all three. They were the oldest leading teachers colleges in Texas at that time. It illustrates the fact that the distinguished Senator from West Virginia has brought out about population growth. By the year 2000 I fear small colleges will all be big colleges. The big college of my day, the biggest in my State, 3,300 students, the University of Texas, now has about 25,000 and the small colleges now are larger than the biggest in my day.

I do not know if that answers the distinguished Senator's question.

Senator RANDOLPH. Thank you. I must not continue this line of discussion, but we do know that there are persons, Mr. Chairman, giving very careful attention to doing something about it and attempting not to have our metropolitan areas become larger but to think in terms of the spreading of our population throughout the United States in smaller units.

I would suggest to every Member of the Congress of the United States, if it's possible, that he drive out to Columbia, the name of a new city some 20 miles out of Washington, D.C. where when the population reaches 100,000, that is the cutoff point.

It is an interesting experiment. It is one in which hundreds and hundreds of key minds are addressing themselves to many of these problems. Even, and this is without an attempt to say that it is practical in other communities, because I think that our differences are important. It is only when we are indifferent that the problems, I think,

concern me most of all—but there we have the denominations building one church, and they have come together over a period of months and months. The identity of the denomination, the church group will not be lost, but the worship will be within one structure. This is the kind of thinking I suggest we have to have, not attempting to divert, Mr. Chairman, as we build a community more or less self-contained in itself—self-contained in that we may find that we can do something like this in an Education Commissioner, breaking it up into smaller units throughout the United States, keeping this intimacy, this personalized approach to higher education, which I think has a value and which I would be saddened if we lost.

Senator YARBOROUGH. I share the distinguished Senator's concern sociologically and governmentally and politically and economically in the vanishing, the drying up of the rural areas and the vast growth of a few large urban areas. And I go back to my own country where I grew up in rural areas. The farms are largely gone. The houses are torn down. You see chimneys on the landscape. The country has gone back to timber raising and cattle raising. And the farms are rare in that country now.

The Senator from Colorado.

TEACHERS CORPS ENROLLMENT

Senator DOMINICK. Thank you, Mr. Chairman.

Mr. Howe, could you give me any idea of the number of people that you expect to enroll in the Teachers Corps? I notice that you have 3 years of appropriations authorized; $36 million for fiscal year ending June——

Mr. HOWE. We can give you these, Senator Dominick. Mr. Gray has these figures, I believe, in projection form.

Mr. GRAY. Yes. It is roughly 2,500 to 3,000. The reason it is not more accurate than that, it is still not settled what the pay will be for these people, but that is roughly the number that would be enrolled each year.

Senator DOMINICK. So that by the end of fiscal 1968 you expect to have 2,500 people in the Teachers Corps, or you hope to have?

Mr. HOWE. By the end of fiscal 1968 we would have a low class of 2,500 there, and the existing class would still be there, so we would have some 3,600 at that time, I believe.

Senator DOMINICK. And by fiscal 1969?

Mr. HOWE. It would build up to 5,000.

Senator DOMINICK. And by fiscal 1970?

Mr. HOWE. Approximately the same number, perhaps 5,500.

Senator DOMINICK. Are you planning on leveling off or are you planning on continuing the increase in growth?

Mr. HOWE. Well, we have not—we have not honestly made a plan beyond the 3-year projection. I think we ought to look at the experience after another year or two before we try to do that. But my own belief is that it ought to grow to something in the realm of 10,000 or more as a new class, and I believe that there is sufficient demand for trainees in that Corps to make this kind of receipt important for the schools.

Senator DOMINICK. This bill—and I am looking at the portions of S. 1125 dealing with the Teachers Corps—I do not see any provision

for specific authorizations for the periods after June 30, 1968. Am I correct in that?

Mr. Howe. Could I ask Mr. Halpern to comment on this?

Mr. Halpern. Senator Dominick is correct. The administration requests for fiscal year 1968 an authorization of $36 million. The House of Representatives subsequently wrote into the legislation a further authorization for fiscal year 1969 and for fiscal year 1970 and those latter two figures are $46 million and $56 million, respectively.

I should add, Senator Dominick, that the House committee did reduce the fiscal authorization, fiscal year 1968 authorization that we have requested of $36 million. They did reduce that to $33 million.

Senator Dominick. These figures you figure will be sufficient to take care of the proposed growth that you are anticipating?

Mr. Halpern. Yes, sir. These are our budget projections for the number of corpsmen indicated by the Commissioner.

TEACHERS CORPS BUDGET

Senator Dominick. How much is the budget now for the 1,200 that you have got?

Mr. Gray. There was an appropriation of $7.5 million and a supplemental appropriation of $3,823,000 for fiscal 1967. Those funds would enable the present group to continue through this summer, and it would permit the enrollment of approximately 1,200 additional people this summer and early next fall. So the additional, the greater sum then calls for the continuation cost of that group plus additional corps member who would be enrolled later, or earlier next spring, in the spring of 1968, provide for their continuing costs in their second year of service, and to enroll a new group of 2,500 roughly during the summer of 1968.

REQUESTS FOR TEACHERS CORPS SERVICES

Senator Dominick. You do not have any estimate as of the present time of the number of teachers that will be requested by the districts, do you?

Mr. Gray. No, because there has been such uncertainty as to whether this program would continue or not that a number of school systems that cannot anticipate making a formal request have held it off. Others decided that instead of attempting to enroll persons in their school systems and universities this year that they would wait until the summer of 1968.

There are, however, firm requests before us now for some 3,700 people that they would like to have enrolled at any time, but which cannot be enrolled because there are not funds available.

Senator Dominick. Are these funds from the school districts or from the Bureau of Indian Affairs or from the colleges who want to get more students in this training?

Mr. Gray. All of these programs must be developed jointly between a university and the local school system and must have had State approval.

Now, on that 3,700 figure there are probably some that have not had the formal State approval, although they have been developed in every case that we know of in cooperation with the State authorities.

Senator Dominick. Thank you, Mr. Chairman.

Senator YARBOROUGH. Any further questions of any members of the subcommittee?

Thank you very much, Dr. Howe. I thank all of your staff and colleagues in the Office of Education for your contributions here this morning.

Time is about to run out for the deadline of June 30, and it is the desire of the subcommittee, and I am certain the full committee, to move forward on this legislation and reach a conclusion on it. Thank you very much.

Senator YARBOROUGH. The next witness is Dr. John M. Lumley, Director of the Division of Federal Relations of the National Education Association.

Dr. Lumley, will you come around, please?

STATEMENT OF JOHN M. LUMLEY, DIRECTOR, DIVISION OF FEDERAL RELATIONS, NATIONAL EDUCATION ASSOCIATION; JOINTLY FOR NEA AND THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Mr. LUMLEY. Good morning, Senator.

Senator YARBOROUGH. How are you this morning?

Mr. LUMLEY. Fine thank you, how are you?

Senator YARBOROUGH. Good to see you again.

I believe my notes, Dr. Lumley, show that you are presenting statements also on behalf of the Council for Exceptional Children and the American Association of School Administrators, is that correct?

Mr. LUMLEY. On account of the time, Senator, I have filed with you the statements of Mr. Geer, of the Council for Exceptional Children, and this is entirely in support of title VI and each one should have a copy.

Senator YARBOROUGH. I request the staff to immediately, please, distribute to all members of the subcommittee a copy of that statement by Dr. Geer for the Council for Exceptional Children, and I order it printed in the record at this point.

(The statement referred to follows:)

PREPARED STATEMENT OF WILLIAM C. GEER, EXECUTIVE SECRETARY, THE COUNCIL FOR EXCEPTIONAL CHILDREN, NEA

Mr. Chairman and Members of the Committee: The Council for Exceptional Children is pleased to speak in support of HR 7819 which includes a number of amendments to the Elementary and Secondary Education Act of 1965.

We would particularly like to support the new Section 608, providing for Regional Resource Centers. These centers would enable greatly needed services and improvements in the education of handicapped children. We have noted that institutions of higher education, state education agencies, or combinations of such agencies or institutions within particular regions of the United States, are authorized to establish such centers. We would urge that a "combination" feature be emphasized, if not required. Greater cooperation between state educational agencies and institutions of higher education would be fostered by the joint operation of a regional type of center. Furthermore, since these Regional Resources Centers would undoubtedly become resources in higher education, it would be logical for these centers to be developed with the cooperation of regional agencies in higher education, such as the Southern Regional Education Board, Western Interstate Commission on Higher Education, and the New England Board on Higher Education. These agencies are uniquely staffed and equipped to encourage the type of regional action which is intended by this provision.

We also want to emphasize that two great needs would be met through these centers. These needs are as follows:

a. A place would be provided for the educational appraisal of children presenting very difficult problems. For example, a deaf-blind child is difficult to assess adequately. Being deprived of both visual and auditory senses, this child is unable to respond to stimuli ordinarily associated with those senses. Determining differential elements in this child's diagnosis is a problem requiring the most astute and knowledgeable medical, psychological, audiological, educational, and other personnel available. There are also other children who present multiple physical, sensory, and learning disabilities and who require extensive and careful appraisal.

b. Furthermore, the Regional Resource Centers would be authorized to help develop additional programs to meet these needs and to assist appropriate schools and organizations through consultation, periodic re-examination, re-evaluation, and other technical services. The worth of this Regional Center assumes even greater proportions when one realizes that the number in some categories of multiple-handicapped children is so small that even regional and national resources for educational training might be required. We feel certain that these Regional Resource Centers, when established, will become fountainheads of innovation in terms of developing understanding of, and programs for, the handicapped.

Secondly, we would like to support Part C—Section 609, which provides for the recruitment of personnel in the education of handicapped children. The best current estimates show that more than 300,000 teachers of handicapped children are needed, and that 70,000 to 80,000 are currently employed. We believe that the recruitment of the personnel needed to accomplish this teaching task is extremely important. In order to recruit such personnel, we must enter the competition which already exists for the trained mind, and present the possibility of careers in educating the handicapped as favorably as we possibly can.

The Council for Exceptional Children is pleased to report to this Committee that we and some of our state units are already at work in this field. The Illinois Council for Exceptional Children has demonstrated that a state organization can have great impact by conducting a concerted recruiting campaign. In cooperation with the State Department of Education and the colleges and universities which train educational personnel for exceptional children in Illinois, the Illinois Council for Exceptional Children has conducted career days and other efforts which have brought major numbers of recruits into Illinois colleges. It is interesting to note that currently, in 17 colleges with such training programs in Illinois, 3,572 students are enrolled with majors in the field of special education. Similar efforts are underway, or are being planned by the Council for Exceptional Children units in other states.

The Council for Exceptional Children has a Committee on Recruitment which is currently developing a career brochure which we hope to have printed in time for use by high school counselors next fall. These brochures will also be available to our state units and to others who request them. Furthermore, the Committee on Recruitment is considering other ways in which the Association may become active in this field.

Many colleges and universities conduct their own recruitment campaigns. We believe that the financial assistance in HR 7819 for recruiting personnel would provide greater substance to the efforts now underway. We hope that the scope of this provision might include short-term stipends for students to work in summer settings for the handicapped, such as schools, camps, and recreation programs, so that a brief experience would be available to assist the student toward a career decision.

We also hope that information of all kinds, as indicated in the bill, could be disseminated through brochures, career films, radio and television spot announcements, and programs especially designed for educational television stations as well as for public service time on commercial television stations. In short, we hope that all possible media and methods which might have an impact on the recruitment of students would be possible through this legislation.

Thirdly, we want to warmly endorse the proposed expansion of the "Films for the Deaf" program to include all handicapped persons. The Captioned Films for the Deaf program started first through private resources, but became a federal program when it became obvious that the needs in this field were so great that the Government had to become responsible for its support. We believe that this program has already brought educational benefits to thousands of children in schools as well as to the adult deaf.

In 1965 this Act was broadened to make provisions for "research in the use of education and training films and other educational media for the deaf, for the production and distribution of educational and training films and other educational media for the deaf and the training of persons in the use of such films and media." Here we have a practical demonstration of how a program has served one of these areas of the handicapped. It seems fairly obvious that if similar advantages were offered the blind, the mentally retarded, the neurologically impaired, and others, through the design and production of specialized educational media, great advantages would accrue. We would emphasize that from the beginning, the program for the deaf should be protected at a level of performance consistent with its present status and reasonable future expansion.

We would assume that an authorized $1 million, if appropriated, would become available for laying the foundation for developments in fields of exceptional children other than the deaf. In time, due attention would need to be given for appropriations adequate for a reasonable growth of these new programs. We believe that current and future technological advances, as well as knowledge about the instruction of children, can be applied in an imaginative way through a program of this type. We are sure that provided this opportunity, educators of the handicapped will combine their ingenuity with the knowledge of technical consultants to produce instructional media and materials which will greatly improve the efficiency of personnel instructing handicapped children.

In addition to the above-named provisions for the handicapped, the Council for Exceptional Children would also like to support the amendments related to Indian schools. Many of our members work with Indian children and have reported needs which should be met through these provisions. We would also like to endorse and support all assistance possible to the Teachers Corp. In a number of instances, and particularly in the Los Angeles Public Schools, this program has been extended to handicapped children and the reports about it have been favorable.

In conclusion, the Council for Exceptional Children appreciates the work of this Committee in the monumental task it has accomplished in initiating and revising the Elementary and Secondary Education Act of 1965.

Please call on us for any assistance we may be able to provide in the future.

June 26, 1967.

Mr. LUMLEY. The statement that I make for the National Education Association also has been approved by the American Association of School Administrators. It will be a joint statement.

Senator YARBOROUGH. So, this is a joint statement that you are making on behalf of the NEA?

Mr. LUMLEY. Yes.

Senator YARBOROUGH. Fine. Thank you. We are glad to have it.

Mr. LUMLEY. I would like to state for the record that it is a joint statement.

Senator DOMINICK. I did not hear that, Dr. Lumley. It is presented on behalf of whom?

Mr. LUMLEY. The American Association of School Administrators.

Senator DOMINICK. Thank you.

Senator YARBOROUGH. Proceed, Dr. Lumley, in your own way.

Mr. LUMLEY. As I say, in the interest of time I think I will just skip through and pick up a few items. Senator Dominick previously mentioned the confusion here of numbers. We have mentioned that we are talking about S. 1126, part V, but then we are making comments on H.R. 10943, which is the bill that is going to come over to you, so this ought to confuse it completely, Senator.

Senator DOMINICK. It would not be anything new, though, I say, Dr. Lumley.

Mr. LUMLEY. There are two or three changes the House has made in the language of S. 1126 that we believe quite important and would call your attention to.

ADVISORY COMMITTEE COMMENT

The first one is the appointment of a 15-member Advisory Council. They are all for the appointment of this 15-member Advisory Council and they have given them some work to do and have given them some money to work with and authorized a report to you and to the President. We believe that this is quite important so that the material that is gathered will be coming to you and—and we are also hoping—let me insert here, we are also hoping that in this case this 15-member council will be appointed.

As you know, in the past the Congress has authorized many councils or commissions—they are not always advisory councils—and they are not always appointed. We hope with the job they have to do in teacher education they will be appointed and will make this contribution.

I will skip on the Teachers Corps, and the Teachers Corps, of course, is one of the things in which we are particularly interested. I do not believe that there is too much here for me to add to the information that has been given to you by Mr. Graham except to call to your attention the fact that attached to this testimony is a survey that was made by the National Education Association of those school districts that have used the Teachers Corps people during this past year, and we believe that this is important because it indicates how enthused the school districts and the large percentage of them that want to continue having a Teachers Corps are.

STATE COMMISSION

We come now to that portion of the House bill which provides that there will be a State commission, and we believe this is most important, that the State have a role to play in teacher education. Frankly, we are concerned that there seems to be a trend toward conformity, and conformity is brought about, in your opinion, by having everything come from the Office of Education, and that the States have a role to play and have played through the years a role in teacher education, and therefore this provision of providing for State participation in teacher education, we believe, is most important. We say that we believe that this provision, insuring State rather than Federal control of teacher education, is far superior to the provisions in S. 1126.

The strength of American education lies in its diversity to no small degree. We have long believed, and recent experience has strengthened that belief, that State education officials are far more realistic and much more competent to judge the needs of education in their States than is any Federal officer. And this is not directed at the Commissioner or anyone in the Office of Education, let me assure you, but we believe there has been this trend toward centralization and toward conformity. I think that the comment that you made, Senator Yarborough, of the teacher institutes in your State, that there are less now than there were in the beginning, if this had been a distribution by States, the schools of education in Texas would have been strengthened by the opportunity of operating courses of any kind in these areas of education.

Senator DOMINICK. Dr. Lumley, could I interrupt?

Do you mind, Mr. Chairman?

Senator YARBOROUGH. No.

TEACHERS CORPS COMMENTS

Senator DOMINICK. I wanted to ask you about the Teachers Corps again that you referred to.

Do you envisage this as a method of getting more teachers in the school system as a whole, or do you envision this as getting teachers into those areas where it is difficult to get anybody to teach at the present time?

Mr. LUMLEY. Well, primarily it is to get more teachers that are dedicated that will go into the so-called ghetto schools or the disadvantaged schools. This will be, I think, a greater contribution than getting more teachers. And I think that the inclusion of the third and fourth year people will even increase this. I tend to believe that these young people are idealistic and if they go into these schools and learn the problems there, that they will tend to stay, in answer to the question that you raised before.

I will hasten to say that I would hope eventually the Teachers Corps would go out of business, that the——

Senator DOMINICK. Is it not a natural attribute of any body who is paying for the school system in their area and is in large portion overburdened by property taxes which are the main things that support it to suddenly say, "Holy smokes, we have got a bonanza here. We are going to ask for as many Teacher Corps people as we can because the Federal Government is going to pay for it and we don't have to worry about it"?

Mr. LUMLEY. Well, I believe the way the Teachers Corps has operated—and I think that Mr. Graham, the Director, has done a remarkable job in this, has been to get the school districts to assume a greater responsibility by showing them what can be done with these Teachers Corps people and then eliminate them and not do what you are saying, not add teachers to the school district. In other words, they accept—that is the reason I said I would hope that eventually the Teachers Corps, the system of the Teachers Corps would put them out of business. I do not think that is going to be next year or the year after, but eventually will be.

Senator DOMINICK. You are a realist just as I am. There are very few agencies of govrnment that ever get started that then wither away by their own efforts.

Mr. LUMLEY. That is true.

Senator DOMINICK. And here we are talking about 1,200 that are now enrolled, 2,500 for the next year, 5,000 for the next, and you have got a built-in bureaucracy that is enormous. And my question to you is, do you envisage any problem of this simply becoming a Federal overlay of teaching skills throughout the country, and is this necessarily good or bad?

Mr. LUMLEY. Well, the danger would be there. I would have to say the danger would be there, but I do not believe that it works out that way, and I believe that title V with its provision for the school districts to do some things in teacher training on their own would help alleviate this and would get them to meet these needs and not have this Federal overlay.

Senator DOMINICK. What relationship do you see, if any, between the fact that you have regional centers set up determining new courses, new techniques of teaching paid for by the Federal Government, and

then you have the National Teachers Corps going into the school districts, presumably having been trained in the techniques and thereby tending to use those as opposed to whatever the curriculum may be in the local areas?

Mr. LUMLEY. The amendments in H.R. 10943 put this, the control and the recruitment of Teachers Corpsmen at the local level and in the higher education at the college or university level, and I believe that this is the protection against the problem. It is a problem that we have been concerned about. As I say—when I say "We," I am talking about the National Education Association—we are getting into this idea of more and more moving toward a centralized system, which is the last thing we want.

Senator DOMINICK. How does the NEA feel about third- and fourth-year students teaching without having an undergraduate degree?

Mr. LUMLEY. They would have to go in as interns—I am sure that there would be no way presently in—I could not say positively there would not be any State, but I would say I do not know of any State that would license a 2-year person as a teacher, so they would be going in as an intern under a master teacher.

DISMISSAL PROVISIONS

Senator DOMINICK. Under this bill does an administrator, school superintendent, or administrator have the right to fire these people whenever they feel so inclined, or is there any tenure involved?

Mr. LUMLEY. I do not believe there is any tenure, as I would read the bill, although it would have to be a common action between the school district and the Teachers Corps at the national office. I am pretty sure that they can dismiss—they could determine—in other words, I do not see any reason why they could not terminate the contract completely.

Senator DOMINICK. Mr. Graham, do you have any comment on that?

Mr. GRAHAM. No, sir, it does not have to be in common action. The local school system can fire them—they can ask for 5 days' notice, but that is just a formality. They can be fired by that local school system and there is no tenure. Some school systems this past year entered into contracts with these people and gave them a kind of tenure, but that was a surprise to us.

Now, if a person is really cutting the mustard, if he is performing and if it has been a personality matter and if there has been—if there is another school system that looks over the performance of this individual and says we would like him in our school, then he may be reassigned, but he has to leave that local school right now.

Senator DOMINICK. Thank you.

UNDERGRADUATE CORPSMAN

Mr. GRAHAM. There was—in that earlier question, sir, about these people who have had 2 years' education and then they perform in a local school system—as Dr. Lumley suggested, that is entirely up to that school system, that university and the State, and there will be a division among the States. Some States that have a hesitancy about having that kind of person in their school will elect to take just those people who have completed their undergraduate work and are working

at the graduate level. Other States may say, "No, we would like some people who are not working at the graduate level." But that would be at their option.

Senator DOMINICK. Thank you.

EXTENSION OF PUBLIC LAW 815 AND 874

Senator YARBOROUGH. Any further questions?

Thank you, Dr. Lumley, for your statement. I commend that part where you endorse Public Laws 81–815 and 81–874 being extended for 2 years, and I agree with much of what you said about the undesirability of reducing the state departments of education to mere agencies for the national office of education. I think that too rapid a transition now to put education wholly under the office of education and nationalize it.

Thank you very much for your comments.

Mr. LUMLEY. Senator, may I call your attention to one statement we made, and that is we do not want this statement where we are saying we endorse H.R. 10943 to mean that we will not come back when you hold longer hearings and talk about title XI of NDEA.

Senator YARBOROUGH. This is an emergency matter for laws that expire June 30, 1968.

Mr. LUMLEY. That is right. On the last page we say we just support them.

Senator YARBOROUGH. Thank you.

(The prepared statement of Mr. Lumley follows:)

PREPARED STATEMENT OF JOHN M. LUMLEY, DIRECTOR OF FEDERAL RELATIONS, NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

I am John M. Lumley, Director of the Division of Federal Relations of the National Education Association. On behalf of our 1,025,000-member organization, may I express appreciation to the chairman and the members of this Committee for the opportunity to present the Association's views on legislative proposals currently before the Committee.

It is understood that special attention during these hearings is directed to Title V of S 1126, the Education Professions Development Act and the Teacher Corps. I shall address my remarks first, therefore, to these proposals. I will also have comments on the extension of the disaster provisions of PL 815 and PL 874, on the extension of the provisions of the Elementary and Secondary Education Act relating to Indian and DOD schools and on the provision relating to the handicapped in S 1125.

As the Committee is aware, the House Education and Labor Subcommittee has reported HR 10943 "to amend and extend Title V of the Higher Education Act of 1965." We believe that HR 10943, which is called the Education Professions Development Act and includes an amended version of the Teacher Corps, is far superior to the Title V provisions of the Administration bill on Higher Education.

The establishment of a 15-member National Advisory Council on Education Professions Development to be appointed by the President is particularly commendable. We hope that this Council will actually be appointed as prescribed by the law—in contrast to the present situation in which appointment of the Councils provided in various acts has not been implemented. We believe that the charge to the Council to report annually to the President and to the Congress is especially appropriate. And, finally, in respect to this issue, we heartily approve the provision that a majority of the 15 members shall be engaged in teaching or in the education of teachers. Present practice in relationship to those committees and councils which have on occasion been appointed in HEW or the U.S. Office indicates that the practitioners in the field of education have been almost totally ignored. We hope that in the debate on the bill that emphasis is made that by teachers is meant persons actually employed as instructional personnel in elementary and secondary schools, rather than college professors in some such

field as chemistry or business administration—admirable callings in their own right, but not particularly pertinent to the field of teacher education.

Section 503 of HR 10943 provides that the Commissioner shall survey existing and future personnel needs in education, making maximum utilization of information from other appropriate federal and public and private agencies, and shall publish an annual report outlining his views as to the needs for well-educated personnel and methods of meeting these needs. This is an important and long overdue service which we have long believed should be carried on by the U.S. Office of Education, but one which has been neglected, especially in recent years. Perhaps Congressional direction that this be done may yield more satisfactory effort on the part of the Commissioner in this regard.

SEC. 504 of the bill provides authority to the Commissioner to make grants to public and nonprofit private agencies for the purpose of attracting qualified persons to the field of education. We believe this is a proper use of federal funds. We object, however, as a matter of principle, to authorizing the Commissioner to contract directly with profit-making agencies for this purpose. If the Madison Avenue promotion is determined to be absolutely essential—which we are not convinced is the case—the nonprofit institution or agency receiving a grant under this section can sub-contract, using federal funds, with a profit-making agency or individual for that particular part of the program which is deemed vital to the success of the program. We object, however, to granting the U.S. Office authority to contract with private profit-making agencies or persons to advance any cause, even one as apparently commendable as recruitment.

The revised Teacher Corps program contained in HR 10943, sub-part 1 of Part B, places more responsibility on the local and state education agencies and in the teacher education institutions for recruitment and training of Teacher Corps participants. We believe this improves the Teacher Corps program and will allay some of the fears of federal control which the present program has raised in the minds of some. We believe the amounts authorized in the bill are reasonable and that the Teacher Corps program will be a useful part of the Education Professions Development Act. The NEA has supported the Teacher Corps from the beginning and continues to believe that this program can be a valuable part of the total effort to improve educational opportunities for disadvantaged children. The Teacher Corps program, as an experimental project, is very useful in helping to identify the best methods of preparing teachers to teach in economically and socially disadvantaged areas. It also has brought inspiring and dedicated young people into contact with realities of the way of life of those of our nation who live in poverty—to the mutual benefit of both groups. Those educational administrators who have had firsthand experience with the Teachers Corps are overwhelmingly in favor of continuing the program. Attached hereto is a summary of a survey of Teacher Corps programs which the Committee may find of interest.

We note with approval that the Teacher Corps program will be extended to cover state and other agencies involved in programs of educating children of migratory agricultural workers.

* * * * * * *

Subpart 2—Attracting and Qualifying Teachers to Meet Critical Teacher Shortages—is really the heart of the Education Professions Development Act. HR 10943, Sec. 551, provides for grants to the states for support of the efforts of local communities to attract persons into teaching by making it possible to provide short term intensive training programs and in-service training, and also provides that up to one-third of a state's allotment may be used for obtaining and training teacher aides. The bill provides for a state plan which designates the state educational agency as the sole state agency for administration of the state plan. We believe that this provision, insuring state rather than federal control of teacher education, is far superior to the provisions in S 1126. The strength of American education lies in its diversity to no small degree. We have long believed, and recent experience has strengthened that belief, that state education officials are far more realistic and much more competent to judge the needs of education in their states than is any federal officer. What is appropriate in Rhode Island is not useful in Alaska. The needs of teachers in Harlem are different from those in North Dakota. It is as simple as that.

We also believe that Part C of Title V, as written in HR 10943 to extend the fellowship program to include graduate education for preschool, adult, and vocational instructional personnel is a good step forward.

Part D, which provides for grants to or contracts with higher education institutions or local educational agencies with state approval for the training of

personnel to serve in programs other than higher education is especially improved in HR 10943 over the provisions in the administration bill.

Part E of HR 10943, providing for training and developing programs for higher education personnel is an integral part of the over-all Education Professions Development Act and we support the provision as contained in the House bill.

In making these comments we are in no way indicating that this bill should become a substitute for present programs, such as those contained in the National Defense Education Act. We respectfully request the opportunity, at the appropriate time, to testify on the other parts of S 1126, the Higher Education Amendments of 1967, at which time we will comment on the teacher education features of NDEA, particularly Title XI which provides for teacher institutes.

In regard to the other matters before the Committee, I have the following brief comments:

We support the extension of PL 81–815 for an additional two years.

We urge that the disaster school assistance sections of PL 81–815 and PL 81–874 as established in PL 89–313 be extended for at least two years beyond the expiration date of June 30, 1967.

We support the extension of the ESEA Titles II and III to schools for dependents of overseas military personnel operated by the Department of Defense. We have strong reservations, however, as we stated in previous years, as to the propriety of extending assistance to schools operated by the Department of Interior for American children of Indian descent. These schools are operated on a racially segregated basis, and in our opinion are designed, intentionally or not, to exclude Indian children from the main stream of education in the state in which they reside. If the Interior Department needs additional funds to assist these schools they should request such funds in the Department of Interior budget, not from an educational allotment. We have urged in the past that a joint committee of the Senate Subcommittee on Education and the Subcommittee on Indian Affairs of the Senate Interior Committee examine the situation with regard to the educational welfare of Indian children. We repeat the concern we have that such a study be undertaken and completed as soon as possible, with the primary objective being in the best interests of the children concerned.

(We feel the same way about the inclusion of federal Indian schools in the Teacher Corps, but do not believe the program should be delayed at this time on this issue.)

We urge that Title VI of the Elementary and Secondary Education Act be amended by the addition of Part A to provide assistance to states for educating handicapped children, and Part B to aid in establishing regional resource centers for improvement of the Education of Handicapped Children.

We approve the proposed Part C of Title VI related to recruitment of personel and dissemination of information about the education of the handicapped as it relates to grants or contracts with public or private nonprofit agencies, but strongly oppose the provision of contracts with profit-making agencies as provided in this Part.

We appreciate this opportunity to give the views of the National Education Association on the measures before the Subcommittee today and commend the chairman and members of the Subcommittee for their efforts to enact this important legislation before the expiration date of June 30, 1967.

Thank you, Mr. Chairman and members of the Committee.

NEA Questionnaire on Teacher Corps

Questionnaires were mailed to the 111 school districts participating in the National Teacher Corps program. We received a response from 79% of the superintendents and 50% of the principals. A copy of the tabulated results is attached.

DIVISION OF FEDERAL RELATIONS, NATIONAL EDUCATION ASSOCIATION

NEA questionnaire on Teacher Corps, Feb. 17, 1967

1. How do you rate the *preservice* (summer) training program of the Teacher Corpsmen assigned to your school or school system?

	Superintendents	Principals
Excellent	31	59
Adequate	44	73
Inadequate	6	12
Uncertain	7	46

2. How do you rate the *inservice* (follow-up) training that the Teacher Corpsmen are receiving at the cooperating colleges or university?

	Superintendents	Principals
Excellent	39	73
Adequate	39	82
Inadequate	5	15
Uncertain	5	33

3. What do you see as the greatest benefit from the Teacher Corps program?

	Superintendents	Principals
A source of personnel available now for work in schools serving the poverty areas	42	84
A future source of qualified teachers for work in schools serving the poverty areas	41	97
Other	5	19

4. How do you rate the motivation of Teacher Corpsmen compared with other beginning teachers in the schools serving the poverty areas?

	Superintendents	Principals
Corpsmen are more highly motivated	60	111
No difference is observed between corpsmen and other beginning teachers	20	56
Corpsmen are not as highly motivated	4	21
Uncertain	4	8

5. In general, how would you describe the cooperation of Corpsmen with your regular school staff?

	Superintendents	Principals
Corpsmen are working well with the regular staff	79	176
Corpsmen are not working well with the regular staff	3	10
Other	6	12

6. What is your impression of the attitude of your regular staff toward the Corpsmen?

	Superintendents	Principals
Very enthusiastic	30	54
Favorable	50	117
Unfavorable	3	7
Neutral	5	18

7. Please explain briefly your answer in Question 6 above: (The following statements are indicative of the responses of the superintendents and principals.)

(a) "There have been many requests by regular teachers to have NTC members work with them in their classrooms."

(b) "Regular teaching staff is grateful for additional assistance, however, some teachers are envious of the fact that corpsmen are released two days a week to attend classes at the university while making the same salary."

(c) "The regular staff and the community are very enthusiastic."

(d) "Our teachers are pleased with the teacher corps and are real proud of the help the corps has given them. We would like to see the program continued."

(e) "At first there was distrust and suspicion. Most of it is gone. Still there is envy and it is based on the payment received to go to school."

(f) "At first they did not understand the purpose of teacher corps. This is understandable in view of all the delays involved. Congress could improve this for the future years by passing appropriations sooner."

(g) "Our staff is highly pleased with the enthusiasm and progress in two schools now using the NTC program. Both pupils and teachers are happy in the unusual accomplishments of this enriching approach to learning."

(h) "The interest of the corpsmen not as great as was anticipated. The cooperating college did not send us the team that we requested; therefore, we had to make numerous changes when they arrived in our system."

8. What are your plans for next year?

	Superintendents	Principals
I plan to ask for additional corpsmen	49	67
I plan to keep the present corpsmen for the 2d year and then to ask for replacements	26	74
I plan to keep the present corpsmen for the 2d year, but I do not think I will ask for replacements	5	14
I plan to dismiss the present corpsmen at the end of the 1st year	2	3
Other	5	33

NOTE.—If you are a *principal*, please answer Questions 9 and 10, skip Questions 11, 12, and 13, and continue with Question 14.

If you are a *superintendent*, please skip Questions 9 and 10 and continue with Question 11.

9. How many Corpsmen are now assigned to your school?

_____Number of Corpsmen

10. Including the Corpsmen now in your school how many Corpsmen could you use efficiently to supplement the services of your regular staff?

_____Minimum number

_____Maximum number

11. How many schools in your system now have Corpsmen?

_____Number of schools

12. How many Corpsmen are now working in your system?

_____Number of Corpsmen

13. What are your *additional needs* for Corpsmen?

_____Estimated number of additional schools

_____Estimated number of additional Corpsmen

14. Please give your evaluation and any other comments you care to make about the effectiveness of the Teacher Corps as a program for training teachers to work in poverty areas. (The following statements are indicative of the response of the superintendents and principals.)

(a) "We believe the NTC can help us to do a better job in preparing children for productive learning. We think the school must do more than offer the students the traditional curriculum during the regular school day. Corpsmen can introduce these pupils to the world outside the routine and provide learning situations during the school day that are appropriate for the individual and small groups."

(b) "The National Teacher Corps members are highly motivated, concerned with the individual child, demonstrate concern. Good model for traditional teachers. Establish rapport with students."

(c) "The Teacher Corps members are much more highly motivated to work in poverty areas than the average teachers."

(d) "It is a very good program for training teachers to work in poverty areas."

(e) "Unlike teachers who are hired directly from teacher colleges of other teacher training institutions, Teacher Corps personnel have been prepared for some difficult situations which they are likely to find in the innercity schools. Because they treat the children with more understanding, they are more likely to reach the children and to do a more effective job than the teacher trained in a traditional manner."

15. Please give any additional comments about the usefulness of the work the Corpsmen are doing now. Include here your comments about any new services or programs that have been possible this year because of the help of the Corpsmen. (The following statements are indicative of the responses of the superintendents *and* principals.)

(a) "Our Corps members have served our area well in the short time we have had them. The interns have performed invaluable services in remedial programs for individuals and small groups. The contact with the community and its problems have been useful both to the community and to the Corps members themselves."

(b) "Such activities as home visits, creative writing, tutorial services, remedial reading instruction, and 4–H Club work are some of the services being performed by the Corpsmen. We find the members most willing to accept responsibility and to have a good attitude toward the children."

(c) "The Corpsmen on the whole are doing community work and have been able to greatly enrich and assist in our Title I work."

(d) "Use of NTC has enabled us to reduce the pupil-teacher ratio."

(e) "The shortage of teachers has been such that we had five classrooms without teachers from September to Christmas. We integrated the Corpsmen with a language arts remedial program under Title I. They have introduced new methods into teaching. They work both with the parents and with the children. They are very devoted and conscientious with the children. I only wish we had 25 instead of 5 that I might put them in all our schools. We have not had a single incident or problem with the Corpsmen. Please help to get more adequate funds so we can have more."

(f) "Because the interns and the team leader are not required to teach a full load of classes, they can offer individual help to some children. They are planning also to offer a new type of seminar in order to help some of our under-achieving students who might benefit from small group work. The preservice and inservice training stresses the use of innovative material and the Teacher Corps team is planning to experiment with the use of some new materials which might be valuable in this school and which might be valuable in similar schools."

Senator YARBOROUGH. I order printed at this point in the record a letter from Mr. Andrew J. Biemiller, director of the Department of Legislation, AFL–CIO, on House bill 10943, together with a letter dated June 23, 1967, the subcommittee has received from the American Federation of Teachers, AFL–CIO, over the signature of Mr. Carl J. Megel, Washington representative of that organization.

(The letters referred to follow:)

AMERICAN FEDERATION OF LABOR
AND CONGRESS OF INDUSTRIAL ORGANIZATIONS,
Washington, D.C., June 22, 1967.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee of the Senate Committee on Labor and Public Welfare, New Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: The AFL–CIO supports enactment of H.R. 10943, the House Education and Labor Committee reported bill amending and extending title V of the Higher Education Act of 1965.

We are convinced that this legislation is urgently needed to meet the nation's critical shortage of adequately trained teachers. H.R. 10943's major purpose is aimed at helping to attract and qualify new educational personnel.

The AFL–CIO would be less than honest, however, if it did not express its disappointment with the proposed amendments to Part B of title V dealing with the Teacher Corps. The elimination of national recruiting and the turning over of the program's management to state and local school authorities, we believe, weakens the original concept of the Teacher Corps. In addition, we are fearful that the new emphasis at the state level will result in the loss of many dedicated young people who would otherwise have been attracted by a national program.

We would like to suggest that your committee give serious consideration to one specific change in the Teacher Corps provisions of H.R. 10943. Section 514(a) provides a maximum weekly pay of $75 per week plus $15 for each dependent for teacher-interns. The AFL–CIO believes that a more equitable pay would equal 90 percent of an entering teacher's salary in the local school district. We understand that there has been some discussion of this proposal by members of your committee and we would hope that it is approved.

The AFL–CIO is pleased with the inclusion in the bill of the National Advisory Council on Education Professions Development and Section 518, Teaching Children of Migratory Agricultural Workers.

Despite our disappointment with the proposed changes in the Teacher Corps, the AFL–CIO strongly urges speedy approval of this legislation by your committee. The overall merits of the Teacher Corps call for its continuation. The AFL–CIO recognizes that either lengthy deliberations or substantial changes in H.R. 10943 would result in the death of the Teacher Corps as of June 30, 1967.

I hope that you will place this letter in the record of your hearings.

Sincerely yours,

ANDREW J. BIEMILLER,
Director, Department of Legislation.

AMERICAN FEDERATION OF TEACHERS, AFL–CIO,
Washington, D.C., June 23, 1967.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee,
U.S. Senate.

DEAR SENATOR MORSE: As the Washington Representative of the American Federation of Teachers, a national, professional teachers' union of more than 130,000 classroom teachers affiliated with the AFL–CIO, I urge you and members of the Subcommittee to approve the extension of the education legislation before you today. This legislation includes:

1. Aid to Indian school children and Department of Defense Overseas Dependents Schools under the Elementary and Secondary Education Act.
2. Aid to handicapped children under the Elementary and Secondary Education Act.
3. Extension of Public Law 815, concerning funds for school construction; and
4. Approval of the Education Professions Development Act.

Primarily, however, we urge you to approve the provisions relating to the Teacher Corps. The American Federation of Teachers has supported a National Teacher Corps in principle from the very inception of the idea. We did so because it represented the first effort of the United States Government to assist in recruiting and encouraging high school graduates to enter the teaching pro-

fession. There are now slightly more than 1,200 Teacher Corps members, gamely proving the value of the Teacher Corps concept. They portray living evidence for the continuation and expansion of this program.

Not only will the proposed extension and expansion of the Teacher Corps, as contained in H.R. 10943 Amendments and Extension of the Higher Education Act, fulfill neglected educational needs of millions of impoverished children, but, it will additionally stimulate teacher morale and bring dignity to the teaching profession in every segment of our school system.

Unfortunately, the concept of the Teacher Corps will be diluted by the elimination of the "national" image if your subcommittee accepts the House approved amendments which shift responsibility for curriculum and recruitment from the United States Office of Education to local schools and colleges.

We also feel that the success of the Teacher Corps program depends on the enlistment of competent, well-qualified, aspiring teachers. The reduction of the weekly grant to Corps members from pay equal to the Starting Teacher Salary to $75.00 per week plus $15.00 per dependent will mitigate against our best qualified students entering the Corps. While we realize that these Corps members do not teach a full day, we also realize that low salaries will deter bright, young people from entering the Corps.

We, therefore, suggest that the minimum salary paid to these students be at least equal to starting teacher salaries. We have always been complimentary of legislation that specified that employment of personnel shall be at the prevailing wage. In all of our previous testimony we called specific attention to the fact that one of the unfortunate omissions in our education legislation was and is the failure to provide direct funds or incentives for increased teacher salaries.

Sincerely,

CARL J. MEGEL,
Washington Representative.

Senator YARBOROUGH. I call our next witness at this time, Mr. John F. Nagle, chief of the Washington Office of the National Federation of the Blind.

Mr. Nagle, will you come around.

Mr. Nagle, it is now by the clock 10 minutes to 12. Due to a matter pending on the Senate floor, no committee can meet after 12. You and the other witnesses who are to testify this morning have 10 minutes, so you may proceed in your own way and present your statement as you see fit.

STATEMENT OF JOHN F. NAGLE, CHIEF, WASHINGTON OFFICE, NATIONAL FEDERATION OF THE BLIND

Mr. NAGLE. Mr. Chairman and members of the committee, my name is John F. Nagle. I am chief of the Washington office of the National Federation of the Blind. My address is 1908 Q Street NW., Washington, D.C.

I am appearing here today, Mr. Chairman, to express the supporting views of the National Federation of the Blind with reference to the provisions of S. 1125 which are designed to improve and strengthen special educational programs for handicapped children, and which would, thereby, better the educational opportunities of such children.

Mr. Chairman, as blind adults, we of the National Federation of the Blind are determined that physically and mentally impaired children must be assured a fair chance to live normal lives in spite of disabling conditions.

As blind adults, we know from own personal experience that worthwhile, productive lives can be achieved by disabled persons, for many of us have done so.

But we also know that there are many others among our numbers who have failed to reach or even approach this satisfying objective because they had not been properly prepared and equipped to function without sight in a world geared to sight.

As blind persons, we know that a physically impaired person needs determination and courage in no small measures, but he also needs specialized help if he is to overcome successfully the handicapping conditions of his impairment.

He needs a sound and realistic comprehension, not only of the limitations of his disability, but of equal importance, he needs a sound and realistic understanding of the nearly limitless possibilities of accomplishment still available to him even though he is disabled.

He needs sufficient training in the skills and techniques peculiar to his disability—he must learn, and learn well, the alternative ways and means that have been devised to reduce or remove the restrictions of his disability.

Then, with this proper philosophic orientation, with a developed ability to use disability skills—with this solid foundation, Mr. Chairman, the disabled person needs the same opportunity for general education available to others, followed by further education in a specialized field of economic endeavor.

With these essential needs met, and met fully and sensibly the disabled person is equipped to cope with the adverse circumstances of life which will confront him all of his life; he is prepared and able to function successfully and competitively with physically fit men on a more enarly equal basis.

Denied all this or any of this, Mr. Chairman—

Denied a wise and well-balanced understanding of the difficulties incidental to his disability—uninformed of the almost limitless potentialties of worthwhile living and achievement still available to him in spite of his impairment;

Denied adequate training in the skills and techniques of his disability;

Denied a chance for general education equal to that available to the physically fit, and denied occupational training according to interest and aptitude;

Denied all this or any of this, Mr. Chairman, the disabled person exists but does not live—however well his bodily needs may be met by family or welfare authorities.

Filled with fears, lacking the ability to help himself—unskilled as a disabled person; uneducated as a person; untrained and unprepared to earn a living and support himself—such a disabled person lives a wasted, worthless life, when the whole world awaits his conquest and needs his contributions—such a person lives with despair and emptiness, when, given a fair chance, he might achieve fulfillment of his dreams and possibilities.

Mr. Chairman, we, blind adults, seek for the handicapped children of today a better opportunity than we had as disabled persons yesterday.

The National Federation of the Blind, therefore, vigorously and emphatically endorses and supports the provisions of S. 1125 which would strengthen, broaden, and improve federally assisted educational programs for handicapped children.

Specifically, Mr. Chairman, we support section 151 which would authorize the establishment of regional resource centers—

To provide testing and evaluation services to determine whether a child is really physically or mentally handicapped, to accurately ascertain the nature and the extent of the handicapping condition or conditions, to correctly diagnose the special educational needs of singly or multihandicapped children, to develop programs that meet these needs, to further and advance the development of special educational programs in the schools, agencies, and institutions in the respective regions where the resource centers are situated.

Mr. Chairman, no such facility now exists, that includes within it specialists in all of the physical and mental disorders and disabilities—and that is thus able and equipped to provide answers, help and services to the parents of a child which is "different" from other children, a child that does not seem to fit into the usual and recognizable disability categories.

Mr. Chairman, the National Federation of the Blind endorses and supports section 152 of S. 1125, which is directed toward increasing the number of professionally qualified personnel entering the field of special education—as teachers, psychologists, therapists, social caseworkers, research specialists.

It is not enough, Mr. Chairman, merely to determine the educational needs of handicapped children, to devise special educational programs, to develop specially required tools, equipment, and other instructional materials, to create new methods and ingenious techniques of teaching.

For all this will be lost, wasted, and unavailable in the education of handicapped children if teachers in sufficient numbers, if supportive personnel in all specialties, cannot be induced to prepare for entry into the special education field, cannot be persuaded to seek employment in special education programs once they have acquired the requisite training.

Section 152 of S. 1125, as Federal law, would make it possible to accelerate and expand present efforts to recruit college and university students, general education teachers, and other specialists in general education to enter the special education field.

The National Federation of the Blind endorses and supports section 155 of S. 1125, to include Interior Department-operated schools for Indian children, and Defense Department-operated schools for overseas dependents within the scope and benefits of title VI of the Elementary and Secondary Education Act.

It is our belief, Mr. Chairman, that physically and mentally defective Indian children, that physically and mentally defective children of military and Defense Department civilian personnel stationed at bases outside of the United States have the same need for and the same right to receive, and accordingly should receive, the same equality of educational opportunity, provided through special education programs, available and afforded to American children residing in the United States.

The National Federation of the Blind endorses and supports section 156 of S. 1125, to expand existing instructional media programs to include all handicapped children and adults.

By authorizing the conducting of research in the use of educational media—by serving to stimulate, encourage, and promote the discover-

ing and devising of new and better instructional instruments, tools, equipment, and apparatus.

By authorizing the production and distribution of educational media for the use and benefit of handicapped children and adults.

By authorizing the training of persons in the use of educational media to be employed in the instruction of the handicapped—in the use of the newly devised and developed educational instruments, tools, equipment, and apparatus.

By making all of this possible, Mr. Chairman, section 156 of S. 1125, as Federal law, should result in greatly improved educational programs, and thus, educational opportunities, for the handicapped—it should result in greatly advancing and equalizing the opportunities of physically and mentally handicapped children and adults to achieve self-reliant, constructive lives.

But, Mr. Chairman, members of the committee, it is neither sensible nor just for you to act to improve and equalize the educational opportunities of handicapped children and adults, and at the same time permit a continuation of discrimination in empoyment based upon physical impairment, discrimination which denies equal employment opportunities to such persons, which permits hiring officials in the field of education to continue to discriminate and refuse to hire professionally qualified handicapped persons for positions in the education field.

Therefore, the National Federation of the Blind proposes and recommends that the Elementary and Secondary Education Act of 1965, as amended, be further amended as follows:

Title VII of P.L. 89–10 is amended by adding at the end thereof the following new section:

Prohibition against discrimination in employment by reason of physical impairment

Section 707. It is the policy of the United States that the blind, visually handicapped and physically disabled shall be employed in any program or activity supported in whole or in part by public funds authorized and appropriated under this Act on the same terms and conditions as the able-bodied, unless it is shown that the particular disability prevents the performance of the work involved.

Mr. Chairman, it is enacted law and established public policy in the United States now that it is wrong to deny employment to a person by reason of his race, creed, color, or national origin.

Now, if such a person is otherwise qualified for a position for which he applies, he must be given fair and equal consideration for employment to such a position.

But the recently adopted sweeping statutory changes do not encompass within their scope discrimination based upon physical impairment, nor do they provide a means of redress to the physically impaired job applicant who is denied fair and equal consideration for a position for which he is trained and well prepared and qualified.

As a result, the employer who would not dare refuse employment because of a person's race or his religious belief will, without the slightest hesitation, refuse employment to a physically handicapped job applicant, and he will even declare, in writing, that his refusal is based upon the person's physical impairment.

Mr. Chairman, today as a hundred years ago, discrimination exists against the employment of physically disabled persons throughout our

entire economy; particularly, it exists in the field of education, and it continues to exist in this field with less justication than in any other.

For the day is long past when public school officials could and should ask how a blind teacher will handle discipline, backboard work, visual aids, correct class papers, and perform the other usual duties of a classroom teacher—for blind persons have been doing all of these things and doing them successfully year after year after year.

We estimate that at least 300 blind persons are teaching at the present time in public schools through the Nation.

Senator YARBOROUGH. Mr. Nagle, because of the pendency of the matter on the floor of the Senate under which any committee of the Senate and all committees are prohibited from meeting for any purpose, I will be forced to close the hearings. You have a fine statement. We have been reading it here through its 10 pages. It will be ordered filed in the record and considered by all members of the subcommittee.

(The prepared statement of Mr. Nagle follows:)

PREPARED STATEMENT OF JOHN F. NAGLE, CHIEF, WASHINGTON OFFICE, NATIONAL FEDERATION OF THE BLIND

Mr. Chairman and members of the committee, my name is John F. Nagle. I am chief of the Washington office of the National Federation of the Blind. My address is 1908 Q Street, N.W., Washington, D.C., 20009.

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As blind adults, we know from our own personal experiences that worthwhile, productive lives can be achieved by disabled persons, for many of us have done so.

But we also know that there are many others among our numbers who have failed to reach or even approach this satisfying objective because they had not been properly prepared and equipped to function without sight in a world geared to sight.

As blind persons, we know that a physically impaired person needs determination and courage in no small measure, but he also needs specialized help if he is to successfully overcome the handicapping conditions of his impairment.

He needs a sound and realistic comprehension, not only of the limitations of his disability, but of equal importance, he needs a sound and realistic understanding of the nearly limitless possibilities of accomplishment still available to him even though he is disabled.

He needs sufficient training in the skills and techniques peculiar to his disability—he must learn, and learn well, the alternative ways and means that have been devised to reduce or remove the restrictions of his disability.

Then, with this proper philosophic orientation, with a developed ability to use disability skills—with this solid foundation, Mr. Chairman, the disabled person needs the same opportunity for general education available to others, followed by further education in a specialized field of economic endeavor—

With these essential needs met, and met fully and sensibly, the disabled person is equipped to cope with the adverse circumstances of life which will confront him all of his life, he is prepared and able to function successfully and competitively with physically fit men on a more nearly equal basis.

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Denied a chance for general education equal to that available to the physically fit, and denied occupational training according to interest and aptitude—

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Mr. Chairman we blind adults seek for the handicapped children of today a better opportunity than we had as disabled persons yesterday.

The National Federation of the Blind therefore vigorously and emphatically endorses and suports the provisions of S. 1125 which would strengthen, broaden, and improve federally-assisted educational programs for handicapped children.

Specifically, Mr. Chairman, we support Section 151 which would authorize the establishment of regional resource centers—

To provide testing and evaluation services to determine whether a child is really physically or mentally handicapped, to accurately ascertain the nature and the extent of the handicapping condition or conditions, to correctly diagnose the special educational needs of singly or multi-handicapped children, to develop programs that meet these needs, to further and advance the development of special educational programs in the schools, agencies, and institutions in the respective regions where the resource centers are situated.

Mr. Chairman, no such facility now exists, that includes within it specialists in all of the physical and mental disorders and disabilities—and that is thus able and equipped to provide answers, help, and services to the parents of a child which is "different" from other children, a child that does not seem to fit into the usual and recognizable disability categories.

Mr. Chairman, the National Federation of the Blind endorses and supports Section 152 of S. 1125, which is directed toward increasing the number of professionally qualified personnel entering the field of special education—as teachers, psychologists, therapists, social caseworkers, research specialists.

It is not enough, Mr. Chairman, merely to determine the educational needs of handicapped children, to devise special educational programs, to develop specially-required tools, equipment, and other instructional materials, to create new methods and ingenious techniques of teaching—

For all this will be lost, wasted, and unavailable in the education of handicapped children if teachers in sufficient numbers, if supportive personnel in all specialties, cannot be induced to prepare for entry into the special education field, cannot be persuaded to seek employment in special education programs once they have acquired the requisite training.

Section 152 of S. 1125, as federal law, would make it possible to accelerate and expand present efforts to recruit college and university students, general education teachers and other specialsts in general education to enter the special education field.

The National Federation of the Blind endorses and supports Section 155 of S. 1125, to include Interior Department-operated schools for Indian Children, and Defense Department-operated schools for overseas dependents within the scope and benefits of Title VI of the Elementary and Secondary Education Act.

It is our belief, Mr. Chairman, that physically and mentally defective Indian children, that physically and mentally defective children of military and Defense Department civilian personnel stationed at bases outside of the United States have the same need for and the same right to receive, and accordingly, should receive, the same equality of educational opportunity, provided through special education programs, available and afforded to American children residing in the United States.

The National Federation of the Blind endorses and supports Section 156 of S. 1125, to expand existing instructional media programs to include all handicapped children and adults.

By authorizing the conducting of research in the use of educational media—by serving to stimulate, encourage, and promote the discovering and devising of new and better instructional instruments, tools, equipment, and apparatus—

By authorizing the production and distribution of educational media for the use and benefit of handicapped children and adults—

By authorizing the training of persons in the use of educational media to be employed in the instruction of the handicapped—in the use of the newly devised and developed educational instruments, tools, equipment, and apparatus—

By making all of this possible, Mr. Chairman, Section 156 of S. 1125, as federal law, should result in greatly improved educational programs, and thus, educational opportunities, for the handicapped—it should result in greatly advancing and equalizing the opportunities of physically and mentally handicapped children and adults to achieve self reliant, constructive lives.

But, Mr. Chairman, Members of the Committee, it is neither sensible nor just for you to act to improve and equalize the educational opportunities of handicapped children and adults, and at the same time permit a continuation of discrimination in employment based upon physical impairment, discrimination which denies equal employment opportunities to such persons, which permits hiring officials in the field of education to continue to discriminate and refuse to hire professionally qualified handicapped persons for positions in the education field.

Therefore, the National Federation of the Blind proposes and recommends that the Elementary and Secondary Education Act of 1965, as amended, be further amended as follows:

"Title VII of P.L. 89–10 is amended by adding at the end thereof the following new section:

"Prohibition against discrimination in employment by reason of physical impairment.

"Section 707. It is the policy of the United States that the blind, visually handicapped and physically disabled shall be employed in any program or activity supported in whole or in part by public funds authorized and apropriated under this Act on the same terms and conditions as the able-bodied, unless it is shown that the particular disability prevents the performance of the work involved."

Mr. Chairman, it is enacted law and established public policy on the United States now that it is wrong to deny employment to a person by reason of his race, creed, color, or national origin.

Now, if such a person is otherwise qualified for a position for which he applies, he must be given fair and equal consideration for employment to such a position.

But the recently adopted sweeping statutory changes do not encompass within their scope discrimination based upon physical impairment, nor do they provide a means of redress to the physically impaired job applicant who is denied fair and equal consideration for a position for which he is trained and well-prepared and qualified.

As a result, the employer who would not dare refuse employment because of a person's race or his religious belief, will, without the slightest hesitation, refuse employment to a physically handicapped job applicant, and he will even declare, in writing, that his refusal is based upon the person's physical impairment.

Mr. Chairman, today as a hundred years ago, discrimination exists against the employment of physically disabled persons throughout our entire economy; particularly, it exists in the field of education, and it continues to exist in this field with less justification than in any other.

For the day is long past when public school officials could and should ask how a blind teacher will handle discipline, blackboard work, visual aids, correct class papers, and perform the other usual duties of a classroom teacher—for blind persons have been doing all of these things and doing them successfully year after year after year—

We estimate that at least 300 blind persons are teaching at the present time in public schools throughout the Nation.

During the 1966–67 school year, 61 blind persons were employed in the public schools of California—16 teaching blind children, 41 teaching sighted children, 2 teaching both blind and sighted children, one teaching blind and mentally retarded children, and 1 teaching mentally retarded children.

But, Mr. Chairman, in spite of the repeated demonstrations of blind persons as capable, competent public school teachers, in spite of the almost limitless number of examples that can be cited as conclusive proof of this, still—

A blind woman who was reluctantly admitted to teacher training and received such inadequate practice teaching experience that when she finally obtained a teaching position, she was confronted with difficulties which were difficulties to her not because she was blind, but because she had been insufficiently prepared to cope with them.

A blind man who, though he was fully trained as a teacher and properly licensed to teach in his home state, finally secured employment as a teacher

from the 103rd school board to which he applied, having first been turned down by 102 school boards because he was blind.

A blind woman, applicant for a teaching position in the public schools who, when asked if there was discrimination against the hiring of blind teachers in her state replied: "I have a whole bureau drawer full of letters from school officials who unequivocally declare, 'We do not have a blind teacher now. We have never hired a blind teacher. We have no intention of hiring a blind teacher now.' "

In still another state, the college of education authorities only admitted a blind person to teacher training when advised their unreasonable and unjustified discrimination would be known to the press—and two years later, the same officials again refused to admit a blind person to teacher training, and again only admitted the blind applicant upon the threat of publicity.

Mr. Chairman, such experiences of blind persons are nearly endless, but the above should serve to indicate the need for enactment of our proposed antidiscrimination because of physical impairment amendment to the Elementary and Secondary Education Act.

Mr. Chairman, we who are older, we who have lived and functioned for years with blindness, once we believed that as we proved our capacities and capabilities by on-the-job demonstrations—by actually teaching sighted children in public schools, by actually selling insurance, by actually operating complex machinery in shops and factories—by actually living successfully in normal society—by actually working successfully in the regular livelihoods of the community—that the blind successors to the blind pioneer would find things easier, the obstacles fewer, the barriers lower—that the blind successors to the blind pioneer would find it easier to get in, easier to say in, and a more fair opportunity to advance and achieve improved status and recognition and reward according to merit and established accomplishment.

But, Mr. Chairman, it has not become so!

It has not become so, particularly in the field of education!

As each aspiring, ambitious blind person knows from personal experience, each blind man who would enter a field of endeavor already successfully invaded by others who are also blind seldom gains an advantage when he points to proven-success blind predecessors.

But each blind person who dares and tries finds it's just as though he were the first—and he must, over and over and over again, prove the capacities and capabilities of a blind person, prove his right to live normally, prove his qualification for regular employment.

This is the situation confronting blind persons throughout our entire national economy, today.

It is the situation which confronts blind persons who seek to enter the field of education.

And this situation exists at a time when just about every school board in the Nation is desperately trying to fill long vacant positions in their public school systems.

Mr. Chairman, the illustrations we have given in support of our proposed amendment are from the lives and experiences of blind persons, since the National Federation of the Blind is an organization of blind men and women, but we seek by our measure, not only to protect employment opportunities for blind persons in the field of education, but we seek protection for other physically impaired persons who would enter this field, for all physically impaired persons, whatever the nature of their impairment, encounter the same denials and discriminations, the same prejudicial practices as do blind persons.

Therefore, Mr. Chairman, the National Federation of the Blind urges this committee and the Congress to adopt our proposed anti-discrimination because of physical impairment amendment to the Elementary and Secondary Education Act, in order that blind persons, in order that all physically disabled persons, who would be teachers in America's public schools may be assured that their applications for employment will receive fair and just consideration, that they may be assured of acceptance or rejection on their merits, on their established record as individuals.

In conclusion, Mr. Chairman, Members of the Committee:

Visually impaired children, children with hearing difficulties, children with malformed limbs, children that are mentally defective, children that are emotionally disturbed—each disability grouping of children presents uniquely different problems and special and distinctively different needs—problems to be

resolved, needs to be met and satisfied, by special education programs, by specially trained and qualified teachers and supportive personnel.

Adequately educated and equipped through these programs by these specialists, many disabled children will develop into self-dependent adults.

Properly prepared to cope with life under adverse circumstances, all disabled children will be enabled to live fuller, more worthwhile lives.

The members of the National Federation of the Blind, blind men and women, seek to secure equality of opportunity for children made unequal by physical and mental impairment, for children who must be given special opportunity for them to have any opportunity at all.

But if equality of opportunity is to be a reality in the lives of physically impaired children who will grow into physically impaired adults, then fair and just consideration must be assured to them when they apply for employment in any position in America, and particularly, when they seek employment in the field of education.

Senator YARBOROUGH. Now, we had other witnesses this morning listed. Next was the National Farmers Union—first I want to commend you for your fine statement, Mr. Nagle.

Mr. NAGLE. Thank you.

Senator YARBOROUGH. As our next witness we had Mr. Blue Carstenson, assistant legislative director, National Farmers Union.

Is he here, or a representative?

Next, the American Library Association. Miss Cooke, is she here, Eileen Cooke, is she here?

Next, the National School Boards Association, Mr. Paul N. Carlin, Washington representative. Is he here?

The American Council on Education, Dr. John F. Morse. Dr. Morse is here.

Next, American Association of Junior Colleges, Dr. John P. Mallan.

Is he here? Both of them are here.

Well, gentlemen, we wish to go into executive session on this bill Monday afternoon. We can call another special hearing session Monday morning or you can file your statement, whichever you prefer. We will accommodate the witnesses in either manner.

Mr. MORSE. We would be glad to accommodate you, so we will file the statement, if that would expedite matters.

Senator YARBOROUGH. Dr. Morse, in the absence of others who were to have testified, I will be forced to call another meeting of the subcommittee to give them an opportunity to file their statements.

Mr. MORSE. Well, you have a difficult time schedule, sir. Either way is fine with us.

Senator YARBOROUGH. Well, you have your preference of filing your statement now and getting it in the record or coming back Monday morning.

The statements will be printed in the record as if they were presented in person due to the time element.

STATEMENT OF JOHN F. MORSE, DIRECTOR, COMMISSION ON FEDERAL RELATIONS, AMERICAN COUNCIL ON EDUCATION, JOINED BY THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES; THE ASSOCIATION OF AMERICAN COLLEGES; THE ASSOCIATION FOR HIGHER EDUCATION; THE ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES; AND THE NATIONAL ASSOCIATION OF STATE UNIVERSITITS AND LAND GRANT COLLEGES

EDUCATION PROFESSIONS DEVELOPMENT ACT
(TITLE V OF S. 1126 AND H.R. 10943)

Mr. MORSE. Mr. Chairman and members of the subcommittee, I am John F. Morse, director of the Commission on Federal Relations of the American Council on Education. I am particularly pleased to report to you that joining the council in this testimony are the American Association of Junior Colleges, the Association of American Colleges, the Association for Higher Education, the Association of State Colleges and Universities, and the National Association of State Universities and Land Grant Colleges. The views of all of these associations on the merits of the bills before you are identical.

The American Council on Education wholeheartedly endorses the proposed Education Professions Development Act, contained in title V of S. 1126 and in the new separate House bill, H.R. 10943.

The chief purpose of the proposed new act is to increase the supply of adequately trained teachers and other school personnel at all levels, from preschool to college. There is no question that all segments of education need not only many more but better trained teachers if they are to meet the increasingly heavy demands placed upon them by swelling enrollments stemming from the growth in our young population and incentives to improve the general level of education.

In higher education alone, tens of thousands of additional teachers and other professionals—most of them educated at a level below the doctoral degree—will be needed over the next decade for the nation's junior colleges and technical institutes and for freshman and sophomore years at 4-year colleges and universities.

Present Federal legislation to aid in the preparation of teachers is piecemeal and does not give the needed flexibility to establish programs at any level appropriate to the need at any given time. As this committee knows, there are presently Federal programs to support the preparation of teachers for elementary and secondary schools and for upper division university and college teaching at the doctoral level. While these programs are essential, there is also an increasing need for college teachers with subdoctoral training, particularly in the expanding 2-year colleges and the 4-year undergraduate colleges.

The council proposed a program to fill this gap in its statement of legislative recommendations issued early in the 90th Congress. In the statement, entitled "The Federal Investment in Higher Education," the council said:

"We urge the enactment of new Federal legislation which would award fellowships to institutions that wish to develop programs leading to a variety of subdoctoral programs. These programs need not necessarily be regarded as terminal, for recipients might well

wish to go on later to the doctorate. The programs should include, but not be limited to, traditional academic disciplines. There is, for instance, an acute shortage of teachers qualified to instruct in post-high school subprofessional and vocational fields. The legislation to provide such a program should be sufficiently broad to permit a variety of experimental approaches, including the support of internships in college teachings."

In the same statement, the council urged that support for teacher training institutes authorized under the National Defense Education Act be broadened to permit programs for college teachers. We feel that it is as important for them as for elementary and secondary school teachers to have the opportunity to keep abreast of their fields through attendance at intensive training institutes, either during the summer or, occassionally, during the academic year. The National Science Foundation has made such opportunities available in the scientific fields for years, with highly beneficial results. We believe it only logical that the Office of Education be given similar authority for its programs.

We are pleased that the proposed Education Professions Development Act contains sufficient authority to provide these two new types of training for higher education personnel, namely subdoctoral fellowships and subject-matter institutes. By permitting training programs for college administrators and other educational specialists, the act also would go far in meeting a crying need for trained personnel in the increasingly complex business of college operations. In this day and age, a college must not only have teachers, but counselors, financial aid advisers, business officers, and a variety of other administrative personnel to operate efficiently. The need for such trained personnel is obvious in the large universities with many thousand students. But it is no less real in the smaller colleges which are trying to cope with new demands and problems.

We would suggest, however, that the proposed Education Professions Development Act be amended to permit the new training programs for higher education personnel to start in fiscal year 1968, rather than in fiscal 1969. While we appreciate the wisdom of providing leadtime for commencing new Federal programs, this is one instance where the new programs could be initiated quite promptly, providing support were available. More than 200 graduate schools in every part of the United States are now offering or developing programs to prepare teachers for undergraduate and post-secondary vocational instruction. This indicates that some meaningful programs could be launched in fiscal 1968 and a great deal of planning accomplished for others.

A failure to start these programs in fiscal 1968 may mean—because of delays in the appropriations process—the loss of one academic year in launching this needed new training.

While the council is primarily concerned with higher education, we support provisions of the Education Professions Development Act that would provide training for preschool, vocational, and adult education personnel as well as regular elementary and secondary classroom teachers, permit training of a variety of related education personnel and school administrators, and support more intensive efforts to recruit persons to the teaching field.

We are confident that the broader latitude provided in the Education Professions Development Act would be as beneficial to the other schools as to the colleges. In this connection, the council supports provisions which would phase out the restricted subject-matter institutes supported under the NDEA, and substitute general authority to support training institutes. This would enable the Office of Education to identify and fund areas most in need of support, without being tied to specific statutory categories, where the relative needs may vary from time to time.

The council applauds a provision in both S. 1126 and H.R. 10943 establishing a National Advisory Council on Education Professions Development to survey the needs for educational personnel at all levels, survey the effectiveness of all existing training programs, and make recommendations annually to the Congress and the President. Here again, the entire educational community will benefit from an objective, overall look at the supply and demand for teachers and related personnel. The advisory council's studies may well result in improved coordination of Federal training programs.

Turning finally to the Teachers Corps, the council supports the 3-year extension of this experimental program as contained in S. 1125, the Elementary and Secondary Education Amendments of 1967 introduced by Chairman Morse, and in H.R. 10943, the teacher training bill approved by the House Education and Labor Committee.

We have one reservation, however, about language in both bills requiring approval of the appropriate State educational agency for arrangements between the Commissioner of Education and institutions of higher education for the training of Teachers Corps members. As mentioned earlier, the Teachers Corps is still an experimental program, promising though it is. No one as yet knows how best to train teachers to work in deprived areas, and thus we need to encourage new and different approaches which hopefully will prove successful, but possibly may not.

From experience, we know that direct negotiations between the Office of Education and the universities work well in developing training programs, We see no necessity in introducing the possibility of a veto by a third party which may or may not be sympathetic to an experimental approach. If the required State agency "approval" is merely pro forma, then the only problem would be one of delay. But if the approval is more than pro forma, we fear that many institutions which could contribute greatly to this new program might withdraw rather than go through yet another level of negotiations. We do not know, as yet, whether these fears would be realized, but in any case we see no reason why the Office of Education should not continue to have authority to make arrangements directly with the colleges for the training courses for Corps members.

In summary, the council appreciates this opportunity to voice its overall support for the proposed Education Professions Development Act, and would be glad to furnish any additional information or answer any questions.

STATEMENT OF DR. JOHN P. MALLAN, DIRECTOR OF GOVERNMENTAL RELATIONS, AMERICAN ASSOCIATION OF JUNIOR COLLEGES

EDUCATION PROFESSIONS DEVELOPMENT ACT OF 1967 (H.R. 10943)

Dr. MALLAN. Mr. Chairman and members of the subcommittee: I am Dr. John P. Mallan, director of governmental relations of the American Association of Junior Colleges. I am here today on behalf of this association and the Association of State Colleges and Universities. First, we wish to endorse the statement presented today by Dr. John F. Morse for the American Council on Education and other educational associations, which is generally in support of H.R. 10943, the Education Professions Development Act of 1967. There is no question that this is a very important piece of Federal legislation, of great potential benefit to all of American education.

We wish to associate ourselves with the position of the American Council, and at the same time to emphasize as strongly as possible the position taken by the council that, if possible, H.R. 10943 should be amended in order to permit part E of the program, on pages 30–31 of the bill, to take effect in the fiscal year 1968 rather than in the fiscal year 1969. This purpose could be achieved by amending the language on page 38, lines 13–14, to provide that sections 541, 542, and 543 of the bill take effect on the date of enactment of the bill.

We would also suggest two further amendments, which deal with the same general problem.

1. We urge that section 543 of the bill be amended in order to authorize some funds for the fiscal year 1968—perhaps $10 to $15 million.

2. We further suggest that section 541 of the bill be amended by returning to the language of the original administration bill, H.R. 6232, the Higher Education Amendments of 1967. Pages 62–63 of the original bill provided funds not only for the actual education of prospective college teachers, but also, as provided on lines 19–23, page 62, and lines 1–6, page 63, for federal assistance in projects to establish new or improve existing programs of advanced education for prospective college teachers, and planning changes in curriculum in college teacher education programs.

This latter amendment is suggested because it is especially important to assist American institutions of higher education in planning and developing new and improved programs in college teacher education. Even if relatively few fellowship programs and institutes can be funded in the fiscal year 1968, this amendment would give colleges and universities flexibility in developing the kinds of new programs which are needed to meet the need for over 100,000 additional junior college teachers and tens of thousands of other college teachers over the next decade.

We have attached a statement, dated April 19, 1967, which was filed with the House Special Subcommittee on Education. This statement reports the results of a survey undertaken by the American Association of Junior Colleges and the Association of State Colleges and Universities in cooperation with the Council of Graduate Schools,

to determine the present extent of graduate programs to train and retrain teachers at junior colleges, the freshman and sophomore years of 4-year colleges, and postsecondary vocational and adult education teachers.

The statement lists over 200 universities in 46 States which already have graduate programs for college teacher training below the doctorate, or are actively planning such programs at the present time.

The work of our own association, in cooperation with other colleges and universities, has indicated that there is a very great need for new and expanded programs below the doctoral level to train and upgrade college teachers. As junior college systems mutiply and new four-year colleges open, as college enrollments mount astronomically in every State, it is increasingly important to give more attention to undergraduate education—to teaching—especially in the first two years of college. Present graduate programs supported by the Federal Government support doctoral-level fellowships for prospective university teachers, and programs for elementary and secondary teachers, but do not assist teachers at the junior college or equivalent level.

The survey indicates that many universities and colleges are in a position to make effective use of these funds now. While a year's lead-time is probably desirable for many Federal programs, the colleges need funds now—to plan and develop new programs, to begin expanding graduate enrollments in this field, and to undertake workshops, institutes, and other cooperative programs as soon as possible.

A delay in this new program until July 1, 1968, with the likelihood of further delays in the legislative and appropriations process in 1968, may mean that two academic years rather than one are lost, and that some young people are lost to college teaching. The present uncertainty about the possible drafting of graduate students, beginning in 1968, also means that it is well to begin this program in 1967 rather than 1968 if possible.

We are submitting to this subcommittee copies of a recent book entitled "Junior College Faculty: Issues and Problems," by Roger Garrison, a member of the association staff, which also emphasizes the very great need for new programs in this field.

JUNIOR COLLEGE FACULTY: ISSUES AND PROBLEMS

JUNIOR COLLEGE FACULTY: ISSUES AND PROBLEMS

A Preliminary National Appraisal

By ROGER H. GARRISON
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A Note of Appreciation

Among the key issues and problems dominant at this stage of the spectacular growth and development of the two-year collegiate institutions of the United States, none is more fundamentally important than the three cardinal ones affecting teaching: the need for more teachers, their adequate preparation, and improvement of the climate for junior college teaching careers. Improved teacher status, incentives, and other overall environmental factors certainly will bear upon future recruitment and training preparation and, indeed, must precede, in a sense, the securing of more and better teachers. An almost equally imposing task, as the present study reveals, will be the attainment of fuller opportunities for continuing in-service professional growth on the part of all junior college faculties.

In noting the impact of technology upon man's environment, Marshall McLuhan has written, "In our time the sudden shift from the mechanical technology of the wheel to the technology of electric circuitry represents one of the major shifts of all historical time." So, too, has the American people's commitment to bettered educational opportunity, coupled with the mid-century population surge, led to a quick and deep shift in the nation's historic educational structure, typified by the ascendance of the junior college.

The study of the two-year college faculty "climate" conditions, and the means of enhancing them, as Roger H. Garrison has so brilliantly herein set forth, doubtless will prove to be a landmark delineation and critical appraisal. The basic questions articulated and the action conclusions posed should command the forward attention of all working toward, or concerned with, the future of America's "people's colleges," soon to be, perhaps, the largest segment of higher education.

On behalf of the trustees and staff of United States Steel Foundation, Inc., it is my pleasure to record the sense of privilege experienced in being associated, from its inception, with Mr. Garrison's study and in providing the financial grant for its execution. It follows, of course, that the study content and the views expressed are those of the author; the Foundation did not participate in the content, procedures, or conclusions reached.

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The basic idea for sponsorship of the study project arose in a conference of the Foundation's staff. There followed enthusiastic directional guidance conferences with Edmund J. Gleazer, Jr., and his associates of the American Association of Junior Colleges which, in turn, led to the announcement by the Foundation trustees of the substantial grant required.

By coincidence, a second foundation proposed almost simultaneously to finance a related study to be undertaken by the American Association of Junior Colleges. The foundations and the Association worked out the desired boundaries for the two grants, thereby expanding the utility of both of them. This coincidence is cited solely to emphasize the wisdom of improved communication among all types of donors toward the end of discovery of the most effective utilization of all private philanthropic resources for research and resolution of the manifold problems of the junior colleges.

W. Homer Turner
Vice-President and Executive Director
United States Steel Foundation, Inc.

New York, New York
November 21, 1966

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Introduction

The genesis of this study of current issues and problems affecting the faculty member in junior colleges was the long-standing recognition by the American Association of Junior Colleges of the need to have more specific knowledge of faculty concerns than has been available. The Association intended that the study would appraise in some depth these faculty concerns; and from the appraisal, find bases for specific action programs for the benefit of faculty on the national level as well as in individual junior colleges; and further, that the study would identify needed areas of research to be conducted by universities and/or under educational research provisions of existing federal enactments.

As the burgeoning junior college moves towards achieving its own special character within the framework of higher education, a range of unresolved issues continues to develop around the role of junior college faculty. There is, for example, the problem of a clear professional identity for those who teach in these institutions. And, with the rapid increase in both the number of colleges and the number of instructional personnel, the need to define these issues and problems becomes more acute. Accordingly, the Association proposed, as a practical first step, a sampling of representative faculty opinion in varied two-year colleges around the country. It was proposed that a qualified person conduct enough interviews with faculty that certain trends and common areas of concern could be pinpointed;

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and that recommendations for further programs to assist faculty could be derived from this material. Such an approach was considered a positive beginning. The study was not designed to be a systematic appraisal-in-depth involving all junior colleges. This would have been a massive, long-term project, requiring extensive staff. Such a project was not felt to be necessary, especially since the kind of information to be sought was needed soon.

Primarily, the viewpoints of faculty members themselves were to be looked for in such areas as academic rank; the role of the faculty in institutional policy making; appropriate professional affiliations; the teacher's "image" of his status in higher education; junior college teaching as a permanent career; opportunities for research and professional advancement in subject-matter field; faculty views about preparation for junior college teaching and in-service programs; the rewards and frustrations of junior college teaching; and commitments to teaching students with a wide range of abilities. These, and other areas of concern, perhaps not perceived at the beginning of the study were, to the degree possible, to be discovered and, where possible, interpreted. Further, it was the Association's intention that the scope of the study should go well beyond simply identifying problems. The ultimate value of this study will lie in the development and application of its recommendations for specific programs directed toward resolution of the problems discovered.

Funds for this one-year study were provided by the United States Steel Foundation, Inc.

It was the Association's opinion that the basic qualifications of a person to direct this project should include: (1) no less than five years of teaching experience in a junior college; (2) administrative experience (other than the presidency) or major teaching position in a junior college; or the position of academic dean or dean of instruction; (3) evidence of writing proficiency and the capacity to organize; (4) evidence of demonstrated leadership ability and competence relating to junior college faculty matters, through published articles, professional activities, responsible positions in junior college faculty organizations, participation in summer institutes or workshops.

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The project director selected was Roger H. Garrison, for fifteen years instructor and then chairman of the English Department at Briarcliff College, Briarcliff Manor, New York; and for four years following that, vice-president of that institution. Mr. Garrison is the author of two college textbooks: *A Creative Approach to Writing*, and *The Adventure of Learning in College*. He has written extensively on junior college faculty matters and has spoken to many faculty groups around the country. In 1965, he was the Danforth Foundation lecturer on education. Four years ago, he founded and directed a workshop for junior college teachers, now an annual event at Bennett College, Millbrook, New York. He is a member of the Committee on Teaching of the Association for Higher Education. Since 1961, he has taken an active part in the national convention of the American Association of Junior Colleges.

In designing and conducting this study, Mr. Garrison was advised by a project committee, with wide geographic representation, consisting of the president of a private, two-year, church-related institution; the president of a private liberal arts college; the dean of a public junior college; the president of a junior college district; a university professor directing a graduate program in junior college teacher internships; a state director of public community colleges; a faculty member from an independent junior college; and a faculty member from a public junior college.

Since the number of institutions which could be effectively visited by one person within an academic year was strictly limited, the Project Advisory Committee determined approximately a dozen general categories of institutions; and then, bearing in mind geographic distribution, institutional size and aims, the project director and the committee selected twenty-eight colleges; and subsequently refined the list to fourteen. (However, as the report indicates, visits were eventually made to twenty different institutions.)

The combined strength of American higher education lies clearly in its diversity. Among themselves, junior colleges demonstrate great variety of type, purposes, and programs. For this reason, it was advisable to approach this project on a "case study" basis. The small, but repre-

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sentative sample of junior colleges selected reflected the heterogeneity of the two-year institutions and the varied composition and situations of their faculties.

Something must be said about the differing social and educational values which characterize junior colleges in this country. The vastly expanding public two-year college is, by and large, committed to the premise that all students should have opportunity for education beyond high school. These colleges are increasingly known as "open-door," or comprehensive colleges, with emphasis on appropriate course placement and selective retention of students. The public two-year college is also increasingly committed to semiprofessional and technical education, believing that today's society holds opportunities for achievement in a vast number of occupations which do not require the traditional baccalaureate degree. Thus, alongside the traditional academic transfer courses of study, there are increasing numbers of programs in the technologies, allied medical fields, and business fields.

Moreover, the comprehensive public two-year colleges are sensitive and responsive to the needs, interests, and educational requirements of the communities in which they are located. This response, for example, frequently takes the form of continuing education for adults, the use of local industrial and business advisory councils, and civic, cultural, and artistic events for the general enrichment of community life. In a sense, therefore, the community college is as much a social movement as an educational enterprise, and is perhaps closer to realizing a concept of a "people's college" than any other institution in the United States.

Clearly, the central person in this enterprise is the individual teacher. The report, presented on these pages, is, in a sense, the voice of the junior college faculty member as he identifies his own current and future professional situation and expresses his views about the issues and problems facing him in the kinds of institutions in which he teaches.

EDMUND J. GLEAZER, JR.
Executive Director
American Association of Junior Colleges

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The Study: PURPOSE AND METHOD

The essential mandate of this study was simple, clear — and challengingly inclusive. It was to identify some of the current issues and problems affecting the junior college faculty member as he plays his key role in the explosively expanding two-year colleges throughout the country. Such identification was to be made by asking teachers to speak frankly for themselves, naming and characterizing the problems as seen in their own personal - professional context. Few junior college teachers have a national perspective; but a nationwide sampling of their opinions, as it turned out, provided a striking pattern of near-unanimity in certain problem areas.

It is likely that in the coming decade, new two-year institutions will be added at the rate of about fifty a year to the already existent 815 colleges. Fifty new junior colleges were established in 1965 and another fifty in 1966. To staff these campuses, and to replace teachers who retire, drop out, or move to other employment, conservative estimates indicate a need for at least 100,000 additional instructors by 1975.

Further, each year, a larger percentage of junior colleges could be characterized as "youthful;" less than five years old; freshly organized and staffed; without the internal stabilities of custom, refined routines, and long-worked-for objectives. Yet at the same time, many of them, especially in urban areas, are faced with a sometimes staggering annual growth of student populations, with all of the concomitant pressures on facilities, curriculum, trained administrative personnel — and, of course, on teachers.

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One instructor summarized the situation by wryly paraphrasing *Alice In Wonderland:* "It's taken me only two semesters of teaching here to feel that all of us are running like hell — to stay in the same place."

It was in the context of these, and many other realities that a preliminary investigative study of faculty needs and problems had been seen by the American Association of Junior Colleges as urgently needed. Historically and currently, the Association has been largely an administrator's group; probably necessarily so, since membership in the Association is primarily institutional. Hence, perceptions of faculty problems have been largely one-sided and imprecise. Except on a regional, or occasionally a state basis, the individual faculty member has lacked real opportunity to make known his own views on matters affecting his professional activity and his welfare. The primary aim of this study was to get the faculty member to speak for himself; to identify in his own words and in the matrix of his own working life, what he could see as his professional situation, and what factors were affecting it, both now and as these might develop in the future.

The basic research scheme of the study was, like its purpose, both simple and direct: to interview informally and confidentially enough teachers in representative colleges to find significant common denominators of response; to make some assessment of the meaning of these responses; and to make recommendations (so far as possible based on what faculty themselves stated) for specific programs of action directed toward the resolution of issues and problems identified.

In planning the method of the study, the project committee and the investigator had to determine (1) what could reasonably be accomplished by one man during the mid-September to mid-June academic year, and (2) to assure that the necessarily limited random sampling would, with some fidelity, represent the thinking of junior college faculty as a group. Accordingly, broadly general "types" of two-year institutions were identified (see list at the end of this chapter), and fourteen colleges were chosen to be visited for periods of at least a week, and with very large ones, ten days or two weeks. (Twenty colleges were even-

tually visited, for varying periods of time, by the end of the study.)

The following letter, describing the intent of the study, was sent to the presidents of the colleges selected:

> I am writing to ask the privilege of visiting your campus for a period of time during this coming academic year.
>
> The American Association of Junior Colleges is keenly interested in the nature and meaning of issues affecting the two-year college faculty member, especially at a time when the two-year colleges are growing so rapidly, and when many thousands more instructors must be recruited and oriented toward junior college teaching. Yet little is objectively known about what the junior college teacher, himself, identifies as his professional needs, problems and satisfactions.
>
> Accordingly, I have been asked during this coming year to visit a representative group of colleges across the country to talk with faculty and administrators and perhaps, on occasion, with student groups, to identify major areas of concern that could be called common denominators with faculty in all types of two-year institutions. Such areas might include, for example: the role of faculty in institutional policy making; academic rank; appropriate professional affiliations; faculty self-image as to their "status" in higher education; opportunities for professional growth on the job; faculty views of the basic kinds of academic and/or other preparation for teaching; commitment to teaching students with a wide range of abilities; and similar matters, some of which may not now be apparent. In all of this, the primary viewpoint considered will be that of the faculty member — how *he* sees the issues that affect him, and what he hopes and suggests may productively be done in relation to them.
>
> Let me assure you immediately that in no sense whatever would my visit and my observations be intended or designed to be an evaluation in any form of a single institution. Indeed, the Project Advisory Committee for this effort, as well as the officers of the American Association of Junior Colleges, have stated as basic policy that this study is to observe scrupulously the anonymity of all persons and of the individual institutions visited. Indeed, to do otherwise would be to destroy the professional validity of the study. I would hope, in fact, that you and your faculty — should you agree to my visit — would consider me as "researcher-in-residence," so to

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> speak; and assume that any observations I might make, or any comments or discussions I might hear or be involved in, would automatically be considered confidential, and be held so. The purpose of this study is to try to put together the bits and pieces of an enormously complex mosaic, and not to identify or inadvertently magnify situations which may be purely local and temporary. This is a national study, albeit a preliminary one.
>
> In connection with this, I would ask that there be no publicity — off-campus, at least — about my visit. I would, of course, hope that you and your administrators would explain carefully to your faculty what it is that I am trying to do, and enlist their cooperation. For example, I would like to be free to talk to individual faculty; to faculty committees; to visit occasional classes; to observe extracurricular activities; and, in general, to be an unobtrusive questioner on your campus for the duration of my visit. Much of the value of this study will come from faculty willingness to be frank, open, and explicit about what they see as their basic professional problems and needs — knowing, at the same time, that both their institution, and they, themselves, will not in any way be identified, criticized, or evaluated.
>
> Finally, the whole aim behind this project is to try to determine somewhat more specifically than we are now able to do, what the junior college teacher wants, what he needs, and what — in terms of action, not further "study" — a national organization like the American Association of Junior Colleges can then do to respond to these needs.

In every case, the response to this letter was affirmative; and subsequent cooperation at every college was all that any researcher could have asked.

As preparation for each visit, I asked to be provided with a catalog, a faculty handbook, and any other documents pertinent to faculty interests. These I read thoroughly beforehand, as orientation to the particular institution's policies and practices relating to its teaching staff. My contact person on a campus was, usually, a dean. In every case, either he or the president had informed the faculty of the purposes of my forthcoming visit, and I found little difficulty in explaining to teachers whom I interviewed the reasons for my being on campus.

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Working from a faculty list indicating office hours, subject taught, and the like, my daily practice was to select at random teachers in various departments and subject areas, department chairmen or division heads, and guidance personnel, and in informal talks (stemming from a list of basic questions), cover as much of the range of matters affecting faculty as possible. Conversations took place in offices, corridors, faculty lounges (over coffee), in small groups in cafeterias, and on several occasions in almost formal seminar arrangements. In the give-and-take, many matters were discussed with a frankness and fluency that, cumulatively, has been immensely valuable.

During these talks, I took no notes, having learned long ago as a reporter that notebooks stiffen and make self-conscious those being interviewed. But immediately after an interview, I jotted down summaries so that key statements would not be forgotten or misquoted. After a series of interviews, it was my practice to dictate a thorough summary (together with impressions and questions) of the substances of the accumulated talks. The dictated notes, nearly three hundred pages of them, are the raw material from which this report has been written.

Though an accurate account is not possible, I estimate that between September and June I interviewed between 650 and 700 individual teachers; spent a day with the deans of instruction of a whole state; had "seminar" question-answer sessions with faculties of two small colleges; and on other occasions was able to meet representative faculty of state junior college systems. Two faculties of small colleges took the trouble to create and circulate questionnaires, and in both cases, response was nearly 100 per cent.

At the outset of the study, certain strict limitations had to be recognized. Since junior colleges are widely diverse in type, purposes, and programs; and since the comprehensive two-year colleges are (or attempt to be) especially responsive to the needs, interests, and educational requirements of the communities in which they are located, the range of problems, "issues," and factors affecting the staffs of these colleges is very broad indeed, and could hardly be investigated thoroughly by a single investigator within

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a year. Therefore, all interviews and discussions focused on faculty interests and viewpoints only, with the persistent attempt to see administrative, social, community, and even political problems (as they impinged upon the individual college) through the eyes and perspective of the individual teacher.

Special note: I want most strongly to emphasize that what is reported in the body of this study are *faculty perceptions* of the problems and issues they see as affecting them as professionals. Obviously, many administrators would view these problems differently — if, in some cases, they saw them as "problems" at all. For example, one dean said bluntly, "All faculty complain about not having enough time; or having too heavy schedules. But give them more time, or lighten their load, and what do they often do? Moonlight, that's what." Even allowing for the tincture of cynicism in the dean's remark, *his* perception of a faculty problem is obviously 180 degrees from that reported here as a key problem identified by teachers.

Certain basic questions formed the general framework of each interview. More often than not, these questions led to others as teachers explored their implications. Some of the key questions were:

1. What do you identify, in an approximate order of priority, as your own major professional problems and/or needs?

2. What do you consider to be your "status" in higher education? How do you compare yourself to a teacher in a four-year institution, for example?

3. Are you making junior college teaching a permanent career? Why?

4. Do you feel that you have sufficient opportunities for your own professional growth?

5. What were the most effective academic and/or work experiences in your preparation for teaching? In view of your current experience, what elements were missing in your preparation?

6. What is your opinion of academic rank for junior college teachers?

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7. What have you found to be your most appropriate and useful professional affiliations? Should junior college teachers have their own professional groups?

8. Do you have sufficient resources and facilities here at your college for your own study? Do you feel the need of in-service programs for faculty? What kinds should these be?

9. Is orientation of new faculty effectively done here at your college? If not, what do you suggest is needed?

10. What do you consider are, or perhaps should be the chief responsibilities and functions of your administrators in relation to faculty?

11. What, in your view, should be the role of a faculty member in policy making at this college?

12. What, if any, are your nonteaching duties; and are they integral to your responsibilities as an instructor?

13. What is your opinion of the "open-door" philosophy of admissions? How does this policy affect you as a teacher?

14. How do you evaluate effective teaching? What kind of evaluation is practiced here at your institution? What, if any, changes should be made in these practices — and why?

15. To what extent, and in what ways, should faculty counsel students? What is the relationship here between faculty and the formal counseling-guidance staff?

16. What kinds of programs, if developed nationally (National Science Foundation grants are an example) could be of most benefit to you? Describe briefly the kinds of programs you would like to see established.

17. What special kinds of problems of instruction do you identify as posed by the wide range of student abilities and backgrounds?

18. Could you identify some of the rewards, as well as the frustrations, of teaching at this level and in this kind of college?

Obviously, no single interview could, or did, explore all of these questions. The interviews were essentially nondirective and unstructured. The major effort was to encourage the faculty member to speak his mind freely

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and personally in response to questions. As the interviews accumulated, they became, in effect, separate bits of a complex mosaic, with gradually emerging patterns. These patterns — either unmistakably clear, or suggested in outline — are the section headings in the body of this report.

It is tempting to try to draw a profile of the "typical" junior college faculty member, for there are certain characteristics and attitudes that most of them seem to hold in common. Yet, as Oliver Wendell Holmes remarked, "No generalization is worth a damn — including this one;" and any generalized portrait would immediately be false to the extraordinary variety of talents and diversity of backgrounds of the teachers in these lively and heterogeneous institutions. Whatever profile may emerge from the following pages will be drawn by the teachers themselves. Unless otherwise indicated, all statements, assertions, and illustrations in this report have been made by one, by a dozen, even by hundreds of faculty. As interviewer-reporter, I persistently tried to keep myself, my own biases and preoccupations, my inevitable blind spots and ignorances, both out of the interviewing and out of this report. Where opinions or interpretations are my own, they are clearly stated as such. It is mainly in the concluding portion of the report, where specific recommendations are made, that I take the responsibility of formulating and pinpointing suggested programs of action that have seemed to derive clearly from faculty responses.

There is little here which will surprise veteran junior college teachers or administrators. Most of the problems and needs of faculty are familiar, though nonetheless pressing. But it is the persistence and often near-unanimity of faculty opinion in certain key areas that underscore the obvious need for the kinds of programs recommended later.

It was inherent in the nature and method of this investigation that its final report should be largely anecdotal and impressionistic. To have attempted to base the study on questionnaires, and other research apparatus, no matter how carefully and elaborately evolved, would clearly have required a considerable staff and much more time than the study was allotted.

However, extreme care was taken to assure the essential accuracy of quotations and illustrations. (Indeed, I would often restate, or read to, individual teachers, their comments as a check on their fidelity.) Where a single quotation or comment is reflective of the views of many, this has been indicated.

Special thanks go to those administrators of the colleges visited for their quick understanding of the intent of this study, and for their unvarying courtesy and cooperation. Most especially, however, appreciation is given to those hundreds of teachers who gave their time and thoughtful, frank responses to the questions posed to them. To the extent that this report may be useful to our junior colleges (and, in other ways, to four-year colleges and universities), these faculty are responsible. Where statements may be in error, or possibly misleading or distorted, these reflect my own lack of knowledge of local situations: One does not become an expert on an area's problems or even the problems of a single college faculty with a visit measured in days. And in no sense, either, was there any attempt or intention to "evaluate" any institution. This would have been presumptuous and would have destroyed the validity of the study.

Obviously, given the limitations of a study of this kind, more questions are raised or implied than are answered. Clearly, some of these questions have serious import for the future quality of junior college education. Others may be peripheral or temporary. Whatever the measure of their pertinence, they deserve the thoughful consideration of all those who are concerned with the development and maturity of the junior college in this country.

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American Association of Junior Colleges

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GENERAL CATEGORIES OF COLLEGES VISITED

(Subcategories are not listed)

1. A college in a large city system (one unit in a multi-unit organization under one central administration)

2. A college in an urban area, with a broad community college concept and programs

3. A multicampus district, with already-planned additional campuses.

4. A private, church-related college

5. A rapidly growing college in an essentially nonurban area

6. A technical college or institute

7. A nonurban college, with administrative organization still a part of the public school system

8. A college moving with difficulty toward establishment of greater local control, separate board of trustees, and greater local financial support

9. A two-year, independent college for women.

10. A rapidly growing public college, one of a state system, with state board and local advisory committees

11. An independent college moving toward public support.

12. A coeducational, largely residential college

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Section One: 1

THE TEACHER AND THE SETTING IN WHICH HE WORKS

Junior College Teacher — AS A PERMANENT CAREER

In the course of hundreds of interviews and discussions on twenty varied campuses over a period of nearly ten months, the impression (indeed, the conviction) deepened that the junior college teacher is — or may be becoming — a new breed of instructor in higher education. Markedly different in significant ways from the usual situation of his four-year colleagues are his conditions of instruction, his aims, and his professional-philosophical attitudes toward his task. Not simply a post-high-school instructor of grades thirteen and fourteen, he is, in his own desire and view, a colleague in a *new* kind of collegiate effort, as yet ill-defined and in furious flux. He is unsure of his status in the educational spectrum, for he fits few traditional categories. He is aware that he is being asked to function professionally in an unprecedented situation, and he is deeply concerned about this professionalism, in the best sense of that term. He is the servant of several demanding masters, and he is groping to bring such demands into a compatibility, a coherence, that will give his work a clear rationale and thrust that will command his loyalty and his long-range commitment.

His situation in the public colleges is unprecedented, in part, because he is being asked to implement a policy he had no part in formulating: namely, the "open-door," or "after-high-school-education-for-everyone-who-wants-it." Indeed, by now, this is less a policy than it is a national aspiration and expectation. The consequence, of course, is that neither the faculty member nor his institution has

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much effective screening control over students admitted to the colleges. "All kinds" come to the junior colleges, and the teacher's mandate is to instruct "all kinds," and at a level reputable enough to be termed "higher education." The optimists' view is that this presents an especially challenging set of teaching problems, demanding innovative solutions and superior instruction. The pessimists (and many of their four-year colleagues) are appalled and, in moments of special discouragement or cynicism, term the junior colleges "baby-sitting" institutions, or devices for "keeping floods of young people off the labor market for two more years."

Neither extreme, of course, is wholly valid. But the fact remains that traditional teacher-expectations of freshman and sophomore students are simply not applicable in most junior colleges. Instead of relative homogeneity of backgrounds and abilities, the instructor faces heterogeneity of a really extraordinary sort. Instead of "usual" collegiate motivations in students, teachers deal with motives-for-being-in-college ranging from immediate employability to fantasy notions about careers wholly unrelated to the obvious abilities (or lack of them) brought by the student to his college experience. In the comprehensive community colleges, where the bulk of students attend, no one is resident: everyone, including faculty, is a commuter. Typically, students still "go home at night," just as they did in high school — and this often poses special challenges which will be alluded to later. Also, because of the ebb-and-flow of the college population, campus life, as it has traditionally been thought of, simply does not exist. Student organizations find difficulty retaining identity, functions, and membership. Strong faculty advisory leadership is required in extracurricular areas.

These are some of the elements that make the junior college teacher's situation "unprecedented." Other elements are more appropriately referred to in other sections of this report.

How may the junior college teacher be characterized?

He is student-centered rather than subject-centered. He accepts and gladly works with students of an extraordinary range of abilities and motivations, ranging from the

obviously-doomed-to-flunk student, who entered the junior college for lack of anything better to do, to the occasionally very bright and even brilliant student who, for reasons of his own, chose to begin his collegiate career in the local public college.

The teacher's pedagogical challenges are many-layered and complex: How to present college-level material in such ways that the four-year college transfer student will derive full value from it; yet at the same time, prevent the watering-down or oversimplifying of subject matter for the dull or under prepared student whose aims are either unrealistic fantasies, or nonexistent? How to give personal attention and needed help to students without crossing the subtle line into mollycoddling? How to cope with increasing class numbers without mechanizing instruction? How to keep up-to-date in his subject? How (in the case of vocational instructors) to produce employable graduates and at the same time provide them with as much general education as possible? How to spend the major portion of his energies and attention in actual instruction — and yet not lose that needful core of scholarly work that keeps his teaching fresh and pertinent to his students' needs and the developments in the discipline? And how, given the variety of student abilities and the pressure of their numbers, to break away from traditional freshman-sophomore instruction to new concepts and techniques?

What sort of teacher seems to be required?

A dean of instruction, and former veteran teacher, described the qualities he looks for in hiring instructors. Primarily, he said, there must be a basic articulateness: an ability to speak clearly and directly to a point at issue. Second, and of equal importance, is a capacity to explain, to illustrate, to interpret a point, and a willingness to work with student questions, no matter how elementary they might sometimes be. Third, the teacher needs a kind of "command presence," by which he meant a sufficient force of personality to convince students on early meeting that here is a teacher who not only knows what he is talking about, but is willing and even eager to communicate it. Well down the list of qualifications was a kind of academic standing, in the usual sense of degrees and accumulated

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formal training. The dean did not in any way derogate such academic background. "In fact," he said, "to be a truly good teacher of the kind I am describing, the person has to know his subject so well that he can simplify without either distorting or diluting his material."

Similarly student-focused were individual teacher's descriptions of their aims of instruction. Foremost among these was the desire to "get across" to the students — to communicate; to see that they "get it" — that they attain a working understanding of one level of material before going on to the next. Despite the varied student capacities, these teachers were pragmatically willing to take them where they were, and exert every effort to lift them to acceptable levels of performance. When asked about standards-for-college-work, most instructors asserted that these were not compromised unduly in the long run. "We've got an open-door college, to be sure," they would say in effect, "but after a reasonable time, if these students don't come up to standard, this place becomes a revolving door for them. The main thing is, they've had the chance."

A second, and allied aim of instruction, was the teacher's desire to emphasize student *attitudes* toward the matter being studied, rather than to expect more temporary pass-the-exam mastery of it. "I am more concerned," said one vocational instructor, "with my students' attitudes toward work than I am with the more limited objective of learning a skill. Most of the skills we are teaching will — at least probably will — be obsolete in a short time. But the attitudes toward work, and learning on the job, won't be. I may be teaching lithography, but I'm also trying to teach a state of mind."

For the most part, there was genuine enthusiasm for teaching undergraduates, and for working with them often on a person-to-person basis where individual students needed and sought help. Faculty in the open-door colleges typically have an open-office policy: while they are on campus, they are available to students. Generally, too, this policy is encouraged by administrative regulations to this effect. With exceptions, faculty accept the open-office policy as a fact of life in a commuting college. With no dormitory life, and with the consequent reduction, propor-

tionately, of the numbers and kinds of student organizations, faculty often describe themselves, in effect, as the "upperclassmen" on campus — the mature members of a college group. "These students are a little like birds of passage," said one teacher. "They come in here with the morning tide, so to speak, and we work with them. And then, for the most part, they go home to study — or some of them have jobs in the evenings. Part of our teaching situation, almost literally, is that many of our students haven't had a chance to cut the psychological umbilical cord. Somehow, this doesn't 'feel like college,' and part of our job is to get them to recognize that it *is*."

Like their students, community college teachers themselves are "commuters." Typically, there is little or no on-campus or near-campus housing for faculty. Teachers arrive in the morning, have their classes, hold office hours, and leave in the afternoon. With their varied class schedules, it is difficult for department heads to set up meetings. Often, at the larger colleges, the individual instructors even within departments feel cut off from their colleagues; they lack the sense of belonging to "a faculty," in the traditional meaning of that term.

One instructor, a veteran of fourteen years of university teaching, now instructing at the local community college as a matter of choice, in one way summed up the "new breed." He said: "What a bunch of pragmatists these guys are! Their philosophy is: 'If it works, use it; if it doesn't, throw it out.' I find it tremendously refreshing. Nobody really blames the students for being 'dumb.' They just say, 'This kid has had terrible preparation,' and they then go to work to remedy the deficiencies as best they can. When they can't, they wash the student out. The challenge to real teaching is simply terrific. Most of my former university colleagues would throw up their hands and quit in horror."

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The Teacher's Working Context



The junior college, speaking generically, is an institution attempting to define itself in the midst of change so rapid, demands made upon it so multifarious, and growth so explosive, that any definition arrived at today is likely to be irrelevant tomorrow. The image of the adolescent, shooting toward man's stature, all legs and wrists, constantly growing out of his clothes, may be trite — but it is apt; and the image applies equally to changing academic programs or growing physical facilities. For example, on every campus but one visited during this study, bulldozers, dust, mud, and the clank and rattle of construction were daily accompaniments to the quieter work going on in existing buildings. Especially in the newer comprehensive colleges, many additional courses and curriculums were in various stages of planning and design. Special faculty administrative *ad hoc* committees were at work on essential procedures: evaluation of teaching, tenure provisions, liaison with state and local authorities, new facilities planning, and many more. Much of this necessary activity was simply to keep up with the insistent demands of the present. Yet in a real fashion, the future is here before the present has found its solutions.

The junior college, too, is an institution largely without tradition; without those foundations of tested continuity to the past on which new structures of the future may be built. This lack of tradition is both a handicap and a source of unprecedented opportunities. The handicaps are mainly in the fact that a whole body of policies, practices, and

aims for an institution must be decided almost *de novo*, in a sense; and their effects, for better or for ill, shape the present and immediate future of each college. The opportunities, on the other hand, are precisely in the fact of relative newness: in the chances to do "something different and better" with freshmen-sophomore instruction, for example; to meld or interfuse vocational and general education in ways not tried before; to make creative departures from generations-long academic patterns and expectations — not for the sake of innovation only, but because the older patterns are inappropriate to the new situations and demands.

One issue here, identified by many faculty, especially those in comprehensive community colleges, is general, subtle, and of possibly more important long-range significance than many others. This issue is whether, slowly and perhaps inexorably, the comprehensive colleges may be influenced, shaped, and perhaps dominated (especially administratively) by what some teachers term "The Standard Academic Mind." For example, they are concerned with whether traditional course-and-degree requirements for students; rigid and "standard" certifying requirements for teachers; more insistence upon hours and credits, and the like, may not tend to stifle or even destroy the flexible-response nature of the open-door college as it may (or can) meet and even anticipate the needs of the community it serves. Increasingly, for instance, faculty see a growing population of "mobile" students (particularly in vocational areas) seeking brief accreditations (6-13-18 week courses, with certification-of-completion) which will make them employable immediately; yet with further, and later, opportunities to apply the earned credits to a two-year degree. This flexibility is already a fact in many colleges. But faculty have expressed concern that as individual institutions grow larger (particularly multicampus urban community colleges) "administrative convenience" may tend to rigidify curriculums and requirements.

"Why shouldn't a student take three, four, or even five years to get his A.A. or A.A.S. degree?" many faculty ask. "If we insist — or come to insist — that every student has to be a fully enrolled degree candidate, we are inevitably

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going to wash out more and more of them. Even now, in some of our departments, the flunk-out, drop-out rate is 35 per cent and even higher in the first semester. This is a terrific waste of everybody's efforts: students, faculty, administration — and the college itself, in terms of facilities."

In some areas, particularly in the liberal arts transfer programs, faculty were restive about the demands of many four-year transfer institutions that lower division courses in the junior college parallel almost exactly — even to texts used — similar courses in senior institutions. "We recognize," said one teacher, "that often this is simply a matter of liaison, or communication with the four-year colleges. When we get a chance to explain, face to face, our course offerings, very often they'll accept them as we give them. But too often it seems to many of us, they seem to tell us that unless our courses fit their specifications, they are unacceptable. This is a pretty rigid attitude, and it penalizes many of our good students and a lot of us, too, since we have special teaching problems here."

However, many faculty indicated that the situation which most urgently needed fresh appraisal, more flexible criteria, and more independence of decision on the part of local administrations, was the whole realm of adequate and/or appropriate preparation of teachers: certification and related matters of salary levels and promotions; bread-and-butter as well as professional considerations. They expressed real concern for the future if, for example, statewide requirements for teacher-employment in junior colleges became more and more rigidly patterned. Speaking for many, one teacher said: "Here, we need a master's degree to be certified. Agreed, there ought to be some kind of assumption as a floor, or a starting point. But many of us feel that hundreds — maybe thousands — of potential junior college teachers, with a B.A. or a B.S. *and* a number of years of work or professional experience, may be closed out of teaching because they 'haven't got the hours.' We feel that local districts, or states, ought to allow individual college administrations a lot more freedom in certifying or employing people like this, and making their own evaluations of equivalents to academic credits."

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Similar opinions, though by no means as consistently expressed, were made about the whole system of salary schedules and regular "steps-and-increments." Most faculty who objected to being locked into the system recognized its administrative convenience, and perhaps its necessity for budget predictions, if for nothing else. They recognized, too, that some junior colleges have been able to inject elements of variability into typical schedules by adding pay increments for attendance at noncredit summer institutes, related work experience, and (occasionally) publication or significant contributions to projects involving the development of the college. Yet basically the objectors felt that the ladder-and-step system was too reminiscent of secondary school, and that the trend was toward rigidity rather than flexibility.

But when the question of merit pay was raised, the familiar arguments of resistence were offered: "Who will do the evaluating?" "It will just rouse hard feelings." And most often, "We may not like the system; but we'd certainly like to hear of places that have figured out something new and better."

Whatever the illustrations referring to "standard academic patterns," the thrust of the junior college faculty's concern was toward greater, not less, flexibility in every area, including graduate school requirements either for teacher-preparation or later refreshment for teachers already on the job. They offered few "solutions" to this problem. They recognized the many difficulties (especially administrative) in achieving this aim, particularly as colleges grow larger.

"Here's Sam's Law," said one wryly: "Systems grow cruder as outfits grow huger. Bad rhyme. Good law." Yet, as one president, chief officer of a college of nearly 14,000 students, succinctly put it: "The chief challenge to us is to learn new arts in the management of intellectual activity. The old ways won't do."

Echoing him, many faculty remarked: "The junior college *is* a unique educational invention. We ought to be finding unique solutions to our problems — not just the patterns established by the four-year colleges, or by public school systems. This is an administrator's job, basically.

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It's ours (faculty) too, but the administrators establish the situations we work in."

Indeed, if an overall impression (or even conclusion) may be derived from this study, it is that the chief issue affecting the junior college teacher is the administrative context in which he works. Taking "administration" in its widest sense to include not only college executive officers, but boards of trustees, state junior college offices, and legislatures, then the faculty member is saying that, in relation to himself, administration is tradition-bound, confused in its aims, unimaginative, and too typically inflexible. This is a blunt indictment. It is not in any way directed at the administrators of the colleges visited in the course of this study. Rather, it is a reflection of faculty awareness that their professional situation, both now and in the future, is closely affected by decisions made and regulations passed in state legislatures, in district board meetings, and in the appointment of administrators for individual colleges.

For instance, faculty are nearly unanimous in their desire that the junior college be genuinely considered a segment of *higher* education. Yet in some areas (including entire states) the basic decision has not yet been made as to whether the multiplying junior colleges should remain under the general fiscal and administrative control of public school systems, or should be independent entities, deriving their policies and a significant measure of fiscal support from the districts which they serve. One consequence of this indecision is increasing conflict between what faculty term the "vested interests" of local school superintendents, and the administrators of the two-year colleges. In the rising acrimony of debate in some areas, the real issues of the future growth and direction of the junior colleges tend to be oversimplified, confused, and polarized in special-interest groups seeking to influence the state legislature. "And *we* are caught in the middle," said a veteran teacher bitterly. "If we are to be *college* teachers, we need to have a whole administrative set-up that is not dominated by the secondary school mentality. Our problems are different from the teachers in K-through-12 — but here, we are lumped right in with them by a

board and a superintendent who are more accustomed to thinking in terms of hot lunches, school bus problems, and PTA's than they are of things that affect us: tenure, salary levels, professional growth, departmental budgets, and so on."

Faculty generally recognize, however, that district autonomy in itself will not automatically solve their problems. Often, they see their own administrators so tangled in a web of local and state regulations (developed patchwork fashion over a period of years) that freedom to make fresh or innovative educational decisions is seriously impaired. Consider, for example, the college president, highly respected by his faculty, who must meet his district board every two weeks with a detailed report: and who is required, among other things, to make specific requests for money expenditures exceeding $50 of items not budgeted: and this at a college of over 7,000 students and 300 faculty, with a physical plant valued at over $25 million. Faculty point out that a president in such a situation, no matter how capable he is, certainly is not free to administer an educational enterprise: his board is doing the administering. And the effects on faculty are not at all remote. As one teacher said, "No, I don't take my students on field trips any more if I can help it. By the time I finish filling out the forms the board wants, waiting for authorization, getting money (or the college vehicles), the time has usually passed when the field trip was related to the course material." Again on field trips, another teacher said, "We have to put in at the beginning of every year the exact field trips we want, when, how many students, what for, and what it will cost. So what if a good trip becomes available during the year? Not budgeted. We don't go. So I've stopped bothering."

One member of a music department in a large community college said: "The official attitude is that music is a frill. At least this is what the legislature seems to say. They have ruled that piano must be taught *as a class*. Now how do you teach a class to play the piano? In groups of thirty — which is what I've got? Or, another thing, budget money for instruments is so restricted that it's

going to take me about five years to buy enough instruments for a small band."

Another instructor: "According to law in this state, junior colleges are 'higher education.' But do you know what the legislature requires us to do? Have a flag salute every morning before the first class. Higher education? Baloney."

Science instructor: "We are in a state system, and our budget has to go to the state office for approval. For instance, here's what happened to me last year. In February, my courses were overenrolled. I needed four more microscopes — badly. So I put in a requisition. But there wasn't a dollar authorization from the legislature until early this summer. Now here it is late October, and they tell me I may get two microscopes by December. Why two instead of the four I ordered? Well, *they* (either the state office or the legislature, or both) always seem to assume that we're padding our budget requests, so they just cut."

Librarian: "The state financial set-up doesn't provide for a separate library budget. Suppose a faculty member wants a $10 book right away — say, in October. He may get it next year, because I had to make up my part of the total budget last spring, and that book wasn't part of the total. So what do I do? Either I pad the budget to try to allow some flexibility — or I tell the faculty member to think a year ahead, and then feel like a fool because often books that he may want haven't even been published."

These are not isolated examples. They reflect what is already occurring, and may (faculty worriedly speculate) increasingly occur as individual institutions grow in size, and junior college systems become more complex and create their own inevitable bureaucracies.

It may be significant to note that faculty generally were not aware of the acute and growing shortage of qualified junior college administrators — at all levels — and, perhaps typically, were prone to generalize from their own local situations.

A related issue, and closer to home for the faculty member, is the headlong growth of an individual college, or

of a single campus which is part of a (usually urban) complex of several campuses under a central administration. Almost inevitably, internal communication tends to break down in such situations. Typical comments: "Yeah, we've got administration-by-memo around here. But nobody reads theirs (administration's) and it's pretty obvious that they don't read ours (faculty's.)" Another: "Our chain of command looks pretty good on paper. But if you've got a division head or a department head who isn't in there pitching all the time for you, your message doesn't get to the top. Our division head is an upgraded teacher, with no experience in administration. His theory of 'administering' is to leave a problem on his desk until it goes away." Or: "There ought to be a limit to the size of one college — or one campus." Asked to comment on the notion of limitation, one veteran administrator stated what many others said in the same vein: "If I could get all the money and facilities I really need, I'd limit each college, or each separate campus of a district, to about 3,500 students and no more than 150 faculty — and leave each of these units to be as autonomous as possible; free to develop its own character. But, quite bluntly, it would be fantastically expensive, and I don't think the public would pick up the bill. And further, I don't know where we would find enough well-trained administrators to head these units — let alone find others to staff the lower echelons of divisions and departments. *There's* the crucial shortage, if you ask me."

The main faculty concern in the total administrative context is that their voice be effectively heard, especially in matters affecting them as professionals. There is little doubt that junior college faculty will organize — locally, statewide, or even nationally — to the degree that they feel poorly represented at all significant decision-making levels. Many politically aware teachers shrewdly predict that national education groups, conscious of the growing ranks of junior college instructors, will see this group as a potentially potent new power bloc, and will woo them strenuously for membership. Thoughtful faculty are genuinely worried that what they call "a union-vs-management" situation may develop — to the decided detriment

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of true professional status. But they will seek, and in some areas are already seeking, means of power through collective action at state and local levels — and possibly, in a few years, even nationally. Public junior college teachers do not feel restricted by the web of traditional, "unwritten" sanctions on direct action which inhibit their four-year colleagues. Whatever the means of organization — whether through faculty senates, local chapters of the American Association of University Professors, the American Federation of Teachers, state organizations, or even local area *ad hoc* groups — faculty militancy will grow in direct proportion to their sense of isolation (whether fancied or real) from the sources of power that control their professional destinies.

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Section Two: 2

BASIC ISSUES AND PROBLEMS AS DESCRIBED BY TEACHERS

Basic Issues and Problems

In this section are described some of the basic problem areas with which junior college teachers are professionally concerned. They speak of inadequate time to do their jobs properly; their need for professional refreshment; their role(s) in college government; professional affiliations; teaching in the junior college as a permanent career; faculty relationships to guidance and counseling; academic and other preparation for college teaching; and other matters.

Almost without exception, their responses to questions were thoughtful and studded with examples and illustrations highlighting the problems discussed. Usually, they expressed satisfaction that such a study was being conducted, and a typical comment was, "Thank goodness, somebody on the national level is interested in this."

Indeed, one striking fact — familiar but worth underscoring — is borne home again and again to anyone who visits junior college teachers around the country: individual faculties are isolated from one another, both as groups and as individuals within separate disciplines. Means of communication nationally are either nonexistent or just beginning to be established, through already organized professional groups in the academic disciplines, or newly formed national or regional junior college associations. (The new regional organizations for teachers in two-year colleges being set up by the National Council of Teachers of English is one such example.) Such organizational projects are difficult, expensive, and time-consum-

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ing — especially the formation of national groups — and these tend to *evolve* slowly, rather than spring into being. Yet there is unquestionably an immediate need for junior college teachers to have multiple and effective sources of contact with one another, so that innovations in curriculum and teaching practices, the development and sharing of instructional materials, and the mutual profit and stimulation of discussion, can contribute to their sense of professional unity.

Indeed, though the junior college faculty member asserts — and believes — that he is, in fact, "in higher education," he is not at all certain of his professional identity, particularly since he does not have the sense of having a professional "home." Typically, for example, his institution has an inadequate (or nonexistent) travel budget for faculty, and if an individual teacher wants to attend a conference or regional meeting, he either pays part or all of his own way — or he doesn't go. Effectively tied to his own campus, the teacher is apt to lack the awareness that he belongs to a larger community of scholars, including his four-year college and university colleagues. He *knows* he is a "college" teacher; but he feels very much cut off, at least at present, from many of those associations, organizations, and similar sources of communication which his four-year counterparts have developed over the years.

TIME

With the unvarying insistence of a metronome's tick, faculty pinpointed their most pressing professional problem with one word: *Time*. Indeed, it is hardly an exaggeration that most of this report consists in exploring the facets of meaning in this terse response. There is not enough time, the teachers said over and over, to keep up in my own field; to develop innovations or new methods in my own teaching; to do a proper job with individual students; to investigate what other junior colleges are doing; to study for myself; to discuss educational matters with my fellow-teachers; even, more often than I like to think, to do a decent job of preparation for my classes; to refresh myself, even occasionally, by brief association with some of my colleagues in my own discipline, whether

at conventions, special regional meetings, or whatever; to function effectively on faculty committees; to help in advising student organizations.

The list multiplies. Yet again, with heartening unanimity, the sound of complaint (or mere typical faculty griping) was missing. Rather, the entire thrust of the comments about lack of time was toward frustration at not being able to do the kind of truly professional job the teachers saw as necessary and desirable. One faculty member, whose college had grown in student population from about 300 to nearly 10,000 in less than a decade, said: "I feel like the driver of a huge bus, crammed with people, careening down a winding mountain road at increasing speed. I'm followed by other buses — and more all the time and always the speed increasing — and we simply can't stop. All I can do is concentrate on keeping the vehicle on the road. Yet, more than anything else, I'd like a turn-off once in a while to ask myself what the destination of the bus is . . . And why and *how* I'm going where I am."

Another said: "It's tough to see any real way out of this time bind. Most of us on the faculty talk about it constantly. For myself, I feel like a man caught in a vortex, being swirled around faster and faster each year. I don't blame our administration: I know they're caught in the same thing, and I guess they're doing the best they can with the limitation on the mill-levy (tax ceiling) and all. I've been here six years, and this increasing pressure (of time and student number) sure doesn't help my teaching any."

Though isolated examples do not make adequate generalizations, the four that follow (each from a different college) are typical of many dozens similarly related.

1. *History instructor:* Teaching hours per week: 15. Student load: 150 (thirty students in each of five sections.) Weekly division curriculum committee meetings: one hour. Adviser to student political club: about 1½ hours per week. He said, "On the face of it, this isn't so tough. But here's the way it really works out. The college officially expects me to be on campus, either teaching or holding office hours, from 8 a.m. to 4 p.m., Monday

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through Friday. 15 of these hours I spend in classroom instruction. But, because we *are*, after all, a student-centered college, I find most of my office hours taken up with individual students who need help, and I find it difficult to get much of my own work done. So there's 40 hours. Now, suppose I give each student one three-page paper a week and one brief objective quiz — and I don't like those. Suppose I'm really efficient and can correct a paper every seven minutes: that adds 17.5 hours. And let's say I correct a quiz every four minutes: that adds 10 hours. Add the division meeting and my adviser time for another 2½ hours. Total time per week: 70 hours, give or take a couple. Now here's the interesting thing. My gross salary is $7,200 this year — I've got an M.A. plus 28 hours. In a 30-week academic year, I work 2,100 hours — which makes my hourly pay $3.43. Hardly professional. You wanted the time problem spelled out as I see it. There it is in a nutshell."

2. *Biology instructor:* He has 23 contact hours a week, 15 of which are lecture classes, 8 are laboratories; a total of 218 students, 86 of whom were also in the labs. He does all of his own preparatory work in setting up the lab sessions. He explained: "Well, this *is* an unusual situation this year. But they (administration) haven't been able to find lab assistants for me, and anyway we opened the year much more overenrolled than we expected." When asked whether he thought this sort of load would continue another year, he responded: "I certainly hope not. But I'm told that the budget is awfully tight — and our projections of enrollment show a big jump in student numbers next year."

3. *English teacher:* She has five sections of freshman composition, with section enrollment limited to twenty-five. Her college permits instructors to teach one evening school section, in addition to day schedules, and she has an evening journalism class with thirty-eight students. Weekly hours of teaching: 18. Total student load: 163. When asked how many themes she was able to assign in a semester, she said six.

4. *Speech instructor:* 132 students in five sections. She stated that it took her nine weeks of the first semester to

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"get through" one three-minute prepared speech per student. She had neither time nor adequate recording facilities to make tapes or records of her students' voices for instructional purposes. She is, in addition, adviser to the debating team. She takes trips, not only with this team, but occasionally is invited to judge debates on other campuses within the state. She enjoys this, but she said, "The trouble is, every time I leave the campus even for two days, I feel guilty, because I know I am depriving a certain number of students their one chance to make a speech in class."

Anecdotal "evidence" of this sort is, of course, far too skimpy and subjectively unreliable to support an assumption that junior college teachers do not have "time" to do a wholly professional job because they may be overworked. Yet reliable statistical evidence, obtained nationwide, would be outdated before it was even collected and analyzed, such is the explosive growth of these institutions. Further, the administrations of many colleges are thoroughly aware of the effects of teacher-overloading upon the instruction, and are making tremendous, though only partially successful, efforts to hold the line.

Yet the testimony of veteran faculty (those with over five years of service at a single institution) appears to indicate that what were "abnormal" teaching loads five or six years ago have crept inexorably to be considered "normal" now. These faculty are thoughtfully and maturely concerned about the future quality of their teaching. In almost identical words, several of them commented in this vein: "You know, a few years ago, when this place was smaller, the teaching challenges were really stimulating — in a good way, fun. But now, I don't feel that I'm teaching students: I'm processing them. There isn't time to do much else. There are too many of them — and too few of us."

Asked about their suggestions for possible solutions to the problem, more sophisticated and perceptive faculty on various campuses indicated their awareness that these went well beyond their own immediate administrations, though ultimately solutions would begin at that level. Especially at community colleges, faculty saw that the

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policy-making bodies — district trustees, boards of education, and, ultimately, state legislatures — "needed to be educated to the realities" of class loads, professional preparation, adequate recompense, and the implications of the open-door policy in relation to effective instruction. Inevitably, the problems nearly always stemmed from lack of fully adequate funds — for added teaching staff, more attractive salaries, travel allowances, clerical and other nonteaching assistance, for example. Typical of many, one teacher said, "I don't think the public realizes the magnitude of what it is asking of these community colleges, of us. Here we are, staggering along on an antiquated method of taxation (mainly real estate levies), going back to the public again and again for bond issues — which seem to be defeated more and more regularly these days. But we are really using a patchwork method, and time is running out on us. Everybody knows that there will be tens of thousands more people to educate; but I don't know where anybody has really faced up to *all* the implications of this."

Faculty themselves feel a kind of frustrated bafflement as to how the "public" (and their duly constituted boards or policy groups) is to be made realistically aware of the size of the bill they will ultimately have to pay to sustain quality education in the two-year colleges. They recognize that creating this awareness is basically the job of their own individual college administrations. But at the same time, most of them are fair-minded enough to be aware of and to appreciate the tremendous pressures also currently placed on their administrators — including fund-raising; the obtaining through local, state, or federal sources, the necessary capital funds for needed new facilities; the raising of faculty salary levels to compete for good people in a shrinking teacher market; and the sheer weight of the clerical tasks imposed by the rapid increase of student, faculty, and staff population.

It must emphatically be stated, however, that these faculty comments about the need for "more money" were not usually the familiar pleas for "better salaries." Doubtless, better salaries in many areas are not only desirable, but mandatory, if vigorous and capable young people are

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to be attracted to careers in junior college teaching; and if good teachers are to be retained. But the teachers were simply and realistically equating adequate funds with time — their professional time — and what kind of time sufficient institutional funding would buy. Typically, a teacher would say: "Frankly, on a comparative basis, my own salary is not too bad. Sure, I'd like more; but I'm getting along. But what we really need here is at least two more people in the department so that we could cut down the load and give the rest of us a chance to do a better job." Or, "I'm not really griping for a higher salary. But if the district wants its money's worth out of me in the next few years, they'd better find some way to buy me — and lots of others — some time to go back to graduate school in the summer, or go to special institutes or things like that. Some year, I'd like not to have to teach summer sessions just because I need the income." Or, "I'm tired to the bone. For four years now I've taught a full regular schedule; an evening session course; and eight weeks every summer. I know the district isn't wealthy. But if they'd give us salaries high enough to give us some flexibility, I'd be worth a lot more to them than I am now because I could pay my own way to take some graduate courses. The district doesn't have a budget for allowances like this, either." Or, "It's frustrating how you get trapped on this salary schedule thing. I've got my M.A., and I get my annual increment, just like any high school teacher. But if I want to pull up on the salary steps, I've got to add some graduate hours. When? How? I'm teaching all the time, and when I get through, I haven't got anything left. Maybe my load is too heavy, I don't know; everybody else here is in the same boat, and I don't mean to complain. But I tell you, I'm drained."

These are not isolated comments. Indeed, they ran through hundreds of interviews as a kind of wistful refrain: How do I do the job asked of me, and still continue to be truly professional? Stay alive in my subject area? Find time to study, to think, to plan.

One teacher summed up: "I suppose it comes down to this: the public has got to start to understand, with St.

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Paul, that 'the laborer is worthy of his hire.' I just wish they understood a little better *what* they were hiring us to do."

* * *

COMMENT: Faculty identification of "lack of time" as their main professional problem was far too uniform and insistent to be dismissed either as complaint or as distortion of reality. Indeed, even if their perception of this problem was to be discounted by 50 per cent, it would still pose vexing and far-reaching questions for the junior college as a developing educational force in this country.

For example, if — in the words of one teacher — "the word gets around the graduate schools about typical teaching loads and time pressure, what's going to make junior college teaching attractive to the bright, capable young people with a real future in education?" There seems to be little doubt that "the word" is not slow in circulating. At present, junior college presidents and deans may not be experiencing too much difficulty in finding teacher candidates, except in certain chronically short areas — in the sciences, for example. But the question for the long-term future remains: *can the junior college attract and hold enough of the best young scholars and prospective instructors now in our graduate programs?*

A concomitant question, though with a different emphasis: in the minds of college and university graduate departments (and their students), is the image of the junior college, as a place for a full and satisfying career in teaching, sufficiently attractive to interest able, scholarly, potentially productive young people? With a handful of exceptions, the answer is *no:* or at least, no, *not yet.* There is, to be sure, a heartening and growing interest in the university community about the future staffing problems of junior colleges. Some universities now have, or are just establishing, specific programs for training junior college instructors. The questions remain, however: are these programs fully appropriate to junior college needs? Are they rigorous enough to offer challenges at least equal to other graduate programs? Are they drawing first-rate candidates? *What sort of professional future can the junior college itself hold out to these graduate students?* A full,

specific response to this last question is one of the large and immediately important tasks of junior colleges in their public relations — in the best and widest sense of that term.

Yet if, as the responses of practicing teachers themselves seem to indicate, junior college teaching is going to be an experience in increasing professional frustration — especially insofar as personal and intellectual growth is concerned — the "image" of the junior college may persist as a place which will hire the faintly second-rate: the Ph.D. candidate who "couldn't make it"; the "dedicated mediocrity"; the "former high school teacher who wants to get into higher education"; the "intellectual baby-sitter." (These phrases are those used by junior college teachers themselves.) The persistence of an image of this kind would, obviously, be devastating to the future of the junior college movement.

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Professional Refreshment and Up grading



One of the most striking common denominators of response from faculty was their keen awareness of the need to keep abreast of developments in their own disciplines; to refresh and upgrade themselves professionally. Varying only in the way the statements were phrased, the concern of teachers about this problem is reflected by two typical examples:

Biology instructor: "Mine is perhaps the fastest growing field in science right now. My last graduate work was four years ago. I have been to two National Science Foundation summer sessions. But one of them was directed mainly toward the upper level of college; and the other was pointed mainly to high school. Oh, yes, I did get something out of each of these; but—" and he waved a hand toward a double shelf of books in his office—"there are at least fifteen books up there that I have not read, and I should have read them months ago, and I don't know when I am going to get time to read them. And also, I want some help on the freshman-sophomore level, particularly with the kinds of students I get."

English teacher: "For the past couple of years, I have had the awful feeling that I am spending my accumulated intellectual capital faster than I can replace it. I just don't have any time to replace it, and I would love to."

When the problem was explored in further discussion, and in detail, it became many faceted and complex, and depended in part upon the geographical situation of a college (with the availability of universities nearby, for

example), and the familiar dilemmas of time and money.

For example, few junior colleges have adequate sabbatical leave programs. Even where these exist, they are only partially satisfactory. Where an institution does have a sabbatical program, it often provides full pay for one semester or half pay for a full year; or in some cases full pay only for one quarter and half pay for a second quarter. A few institutions do have funds to give "grants" to selected faculty for summer study. But these grants are rarely adequate (usually less than $500) and the faculty member who wants to undertake summer study invariably finds himself out of pocket.

The problem of professional refreshment seems particularly acute for teachers in the liberal arts areas. Here, little if any federal or state money is available for programs such as those provided by the National Science Foundation, for example, or for some vocational instructors. Typically, the liberal arts teacher has a master's degree; is employed by a college; and then at considerable personal sacrifice over a number of years, slowly accumulates additional graduate credits in his discipline.

Even where a junior college is located in a large urban area, with one or more four-year colleges or universities nearby, the graduate course offerings are often inappropriate to the needs of these teachers, they report. There is a strong desire, strongly expressed, for more graduate offerings designed to assist teachers with the problems and materials of freshman and sophomore instruction. Indeed, many a teacher said, in effect: "I do wish that the graduate schools knew more about what we are trying to do. With our open-door admissions policy, we have a tremendous range of ability in our students; and I think it is undoubtedly true that our kind of teaching situation is far different from lower division instruction in a regular four-year college. We don't want graduate courses that are designed mainly for the Ph.D. or for the research scholar. We want broad, solid, general courses, full of the kind of material that we are going to have to teach."

Another stated that she wished graduate schools would pay more attention to the "general practitioner." She said: "Because, really, that is what those of us in the community

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colleges are — general practitioners — as against specialists in graduate schools or the heavily discipline-oriented people in most of the four-year colleges." It is significant that in this, and many more comments, instructors were not suggesting watered-down versions of regular lower-division courses. Rather, they were groping for help in designing fresh and more effective ways to handle this level of material with the varied student groups, especially in community colleges.

Repeatedly expressed was the desire of the teachers — the need — to have more face-to-face work with their university colleagues on problems of all kinds. "What we really need to do," said one instructor, "is to get down to a *basic rethinking of the nature and purpose of graduate study.* I think it is a very different thing to say, 'I am going to be a college teacher of English,' as against, 'I am going to be a scholar of English in a university.' The two are not necessarily incompatible, of course; but the difference in emphasis would make significant changes in the context and purposes of a lot of graduate study."

Again and again, *sharply,* was the desire expressed to take a new, and possibly unorthodox look, at the materials and teaching methods in freshman and sophomore years — and this was especially true in the statements from instructors in the liberal arts.

One instructor said, "If we were to be ruthlessly honest with ourselves, we would admit we are teaching the same old stuff in the same old way. Standard textbooks, students sitting in front of us in rows, papers, quizzes, and all of the traditional apparatus. A lot of us would like to try some innovations. But we are not sure how to go about it. We usually don't have enough time to try it. And frankly, we don't know where to turn for help."

Another avenue for professional refreshment is opportunity for faculties from various institutions to get together in meetings, brief institutes or seminars, or meetings of professional associations in the various disciplines. Yet here again, the junior college instructor identifies his situation as something less than satisfactory. In many an institution, allowances for travel are either inadequate or nonexistent. In others, payment for travel is restricted

within the state. In some cases, in order to leave campus at all a teacher must find a substitute to "cover" his classes. The whole question of getting substitutes for such times as when teachers were sick or could not get to work, or were to be away at a conference for a day or two, came under heavy criticism by faculty. Mainly, the criticisms were that the substitute would, in the words of one of a group of faculty: "Go in there and take the roll and crack a few jokes, then after about ten minutes, tell the students to go out and get a cup of coffee." Faculty were unanimous in their resentment of what they call the "secondary school attitude" which required them to obtain substitutes.

Many teachers, especially those on larger campuses, felt that well-designed and conducted in-service programs would be of tremendous help in keeping themselves alive in their disciplines. Typically, however, where colleges did have some kind of in-service experiences for faculty, teachers criticized these as haphazard, "off-the-cuff" and, "a bunch of people getting together fairly regularly to pool their ignorance." When asked for suggested remedies for this situation, most of them felt that the help of expert outside consultants working with special faculty groups to plan in-service programs, was a good solution. Others felt that "the administration" should take more initiative in this direction.

Indeed, usually by indirection, but sometimes with startling bluntness, faculty identified the root of their problem of professional refreshment and upgrading as what amounts to administrative lack of awareness that the problem does indeed, exist, and that it is rapidly growing more acute. By "administrative," the faculty did not necessarily mean their own immediate administrative officers; but rather the larger context of administration represented by boards of trustees, the local boards of education (where the junior college was under the governance of the local school board), and state agencies — including the legislature — whose regulations and requirements eventually affected their teaching situation. Typically, for example, one faculty member said with a good deal of vehemence, "I truly do admire our president. He is a wonderful guy, and

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he is doing everything he can for us. But I know enough about this situation to realize that he is caught up in a tangle of regulations which he must obey. He has got to handle all kinds of pressures — financial, political, and social (from the local community) — and, frankly, I don't see how he can do as well as he does. Almost every member of this faculty respects him. But, like us, he doesn't have time to be an educator. All he has time to do, as it looks from my viewpoint, is to keep the wheels of this increasingly larger machine just greased enough that they won't stop spinning."

It is hardly necessary to elaborate example after example relating to this problem of professional growth. On campus after campus, and in dozens and even hundreds of interviews, the questions were:

"How can I keep up?"

"If the pressure is like this now, what is it going to be in four or five years?"

"I sometimes wonder whether this open-door policy is a good idea. If I get any more students to cope with, I just won't have time to study — or even do a decent job of preparing the classes I do have. What is the solution? More teachers? Yes — more good ones. And where are they going to come from?"

"Is the fifteen-hour teaching load really practical in the long run? I don't mind hard work; but I would like my hard work to be on a true professional level. Is there any discussion of this going on at the national level?"

"Do the universities really know what we need from them? Who is telling them — anybody?"

"Is there any way we can develop special resources for junior college teachers? I mean things like summer institutes all over the country, special departments or even portions of departments in university graduate schools; lists of consultants we could call on to visit our campuses and tell us what is going on in other places . . . I suppose there are many other possibilities."

The accumulated testimony of faculty concerning their need for continuing study, increased associations with those in their own — and other — disciplines, and other means of professional improvement, indicates an apparent

priority problem for junior colleges countrywide, not only now, but even more acutely in the immediate future. Though they generally agree philosophically and practically with the "open-door policy," many faculty have an almost foreboding sense that this policy and the national determination for education for "everyone who wants it after high school," may, unless large-scale provisions can be made for helping faculty, inexorably milk dry the major resource of their colleges: namely, the intellectual capital of its teachers.

Further, many teachers are concerned about future recruitment of instructors. "Up to now," said one department head, "we've been fairly well satisfied with the recruiting picture. But I think unless we can show the really sharp young people that we can offer them real chances for professional growth and real long-term job-satisfaction, we're going to get more and more high school retreads, who see the junior college as a step up; or candidates who couldn't quite make the grade elsewhere; or people for whom teaching in the local college is a convenient way to pick up a second family income."

"Or," commented one division head, "take John X, for instance. He's a real find: an exciting teacher — and he's apparently able to keep up on his scholarship — so far. But he's getting edgy about the load and the rigid salary pattern. On our present salary rate, it will be seven years before he tops $10,000. I know I'm going to lose him, and I won't blame him if he moves on to the university: he's got his union card, his Ph.D. My question is, if we can't keep the good ones — and find it harder and harder to attract the potentially good ones, what's going to be left, say, in ten years? The bottom of the bucket?"

Sometimes, the administrative answer to this question smacked more than a little of complacency. A chairman of a large department responded to the point by saying, "I have a fine group of dedicated people. They don't think they're overworked — at least I don't get many complaints about it." But a check with the librarian showed that the members of this department used library resources least for their own study. And the same basic textbooks in each of three courses in that department were in their fourth

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year of use. One (perhaps embittered) member of this department said, "Dedicated? Possibly. But to what? Not rocking the boat? I'd like to see some ferment around here."

After a long, probing discussion with a group of faculty on the whole matter of professional growth, one teacher wrote this summation:

> I gathered, from the discussion we had yesterday, and from the reading I've done, and some visits to other junior colleges, that we're moderately well off here at ———— College. Comparatively, anyway, salaries are not too bad; working conditions compare well with other places; and, considering how big we are, and how fast we are growing, our relations with the administration are reasonably cordial.
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> But frankly, a lot of us are getting concerned about the high-sounding phrases (making high-sounding claims) about the junior college *per se:* that it is a "teaching institution, characterized by excellence of instruction;" that "guidance and counseling programs are specially important, since the junior college is a student-centered type of institution;" and that "the junior college is a unique response to the American people's demand for further educational opportunities."
>
> I won't argue with the *hopes* — even possible aims — embodied in these statements. But, as far as many of us can find out, guidance programs in junior colleges are *not* all that good. And we may claim "excellent instruction," but we don't have much proof of it.
>
> My point is: I wonder whether maybe our administrators, the American Association of Junior Colleges, and other so-called "spokesmen" for junior colleges may not be confusing incantation with actuality, or substituting perfectly honest hopes for reality.
>
> On this campus, for instance, many of us would ask: how "excellent" is instruction when the average teaching load is 15 hours, and the average student load ranges from 150 to 200 (in the liberal arts, especially)? Or how "excellent" is instruction when every member of ———— department teaches from the same syllabus, the same textbook, at the same rate — and uses the same examinations?
>
> Or, we would ask, how good is our guidance department when several of their people don't know the difference between our physics course for vocational majors and the

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physics course for transfer students, just to give an example? Or when 25 per cent of the students have to be rescheduled because of faulty placement?

I don't mean to be negative about all of this, because I care a lot about this college and what it is trying to do. You asked us for recommendations about what we thought should be done in this whole area of professional growth for junior college teachers. For a start, here are a few things we all agreed to:

1. Establish the standard teaching load as 12 hours, with student loads dropped proportionately. (We are aware that this is an expensive suggestion — but the *real* question is: what does the public want for its money — quality or quantity?)

2. Expand guidance and counseling programs on a massive scale; and then improve articulation between faculty and guidance departments.

3. Either raise salaries significantly, so that we can buy our own time for further graduate work, attendance at professional meetings, or whatever; or provide enough special funds for travel, study, and the like, so that faculty can take advantage of available opportunities.

4. Educate local boards, district boards, state departments, and state legislatures to some of the realities of our teaching situation so that they can be more realistic when they appropriate money and establish regulations for employment of teachers, salary schedules, and similar things.

In varying degree, depending upon their local situation, faculty on other campuses agreed, both in principle and in detail, to these comments and recommendations.

* * *

COMMENT: Implicit in the faculty discussions about their continuing professional refreshment is the basic question of job satisfaction on a long-term basis. For a teacher — as, presumably, for any other professional — such satisfaction is just as important as salary, if not more so. Among other things, "job satisfaction" means regular opportunities for dialogue with colleagues; for additional specialized study; for continued growth and intellectual stimulation. And, as teachers justly pointed out, provision of these opportunities is an administrative responsibility, fundamentally.

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A priority need, faculty state, is for thoroughly planned, carefully led in-service programs, of all kinds, on a continuing basis. "In-service programs for us," said one teacher, "should be just as much a part of the general curriculum, so to speak, as courses for students. We need programs using our own resources; bringing in outside people; one-shot occasions for special needs; sometimes semester-long courses, in effect; and lots more. Sure, this takes time and money and organization. And it would have to be well done, or it shouldn't be done at all. But it would be a great help to most of us."

Teachers were emphatic, too, about wanting real quality in any in-service offerings. "None of this half-baked, casual stuff," said one. "I've experienced those, and they're worse than nothing. People get their hopes up, suffer through a couple of perfunctory sessions, and drift away. Then, if you try it again sometime, they just ignore you."

The person with basic responsibility for administering such programs, faculty agreed, should be the dean of instruction, or his equivalent. Depending on the type of organization of faculty on a particular campus, the dean should work with department or division heads and a select faculty committee to determine both needs and interests of the teaching staff for in-service opportunities. Faculty were aware, too, that adequate programs would require budget commitments, possibly of considerable size, especially if outside consultants and resource people would be brought to a campus. But they considered that in-service costs should legitimately be budgeted as regular items under cost of instruction.

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Orientation of New Faculty



Fully adequate orientation of new faculty was an area of concern identified by many teachers — particularly for beginning instructors on large and rapidly growing campuses. One department chairman said, "The college as a whole added forty-seven new faculty this fall — and I had six in my department alone. Naturally, it's part of my job to see that my people get the orientation they need. But many of us feel that general orientation to the college should go well beyond that first day-long faculty meeting. We only get routine business done then, anyway."

Further orientation, teachers often said, should be fairly regular through the first semester — or at least the first quarter — of a new teacher's experience. They cited several reasons for this recommendation. Though the new staff member could be considered properly prepared in his own discipline, he was, more often than not, only vaguely informed about the nature of the comprehensive junior college, its general mission, and the specific aims of the institution which employed him. He needed more than a casual briefing on teaching policies and practices at his new college. He needed a fairly thorough introduction to typical problems of instruction posed by the kinds of students he could expect to work with. Some means or device, in short, is clearly desirable to help the new faculty member swiftly and effectively to become an integrated member of a cohesive teaching staff.

"I really flapped around here my first semester," said one new instructor. "My first day, we had what they called a 'new faculty workshop.' But all it really amounted

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to was making sure we knew how to handle all the forms and paper work, and how to keep roll books, and all that. And my department head tried his best to help me get started. We discussed texts and department exams and the kinds of things I was expected to teach in my classes. But when I met my first class a couple of days later, I certainly realized how little I knew that I should have known. The students were, in many ways, very different from anything I had expected. They asked me a lot of questions about the college that I couldn't begin to answer. I knew I'd have my own questions for the veterans in my department. But our schedules were all so different, I didn't see them very often. And at department meetings, we had too much else in the way of business for me to take up everybody's time with my ignorance. As I said, it took me about a semester to get my bearings and to have some kind of a realistic notion about what this college is trying to do, and my part in it."

It is apparent that, as with in-service programs, considerable administrative attention, time, and imagination will increasingly need to be devoted to faculty orientation, in a sense wider than usually considered. With the probability in the immediate future that larger and larger numbers of newly employed faculty will also be new to the junior college teaching experience, means of adequate professional orientation, appropriate to each institution, will have to be developed. This is especially obvious in the case of a newly founded college where orientation-in-depth is necessary, not only to create "a faculty" (instead of a group of diverse individuals who happen to be teaching), but also to forge a working consensus between administration and faculty concerning the aims and functions of the institution, and the possible directions of its growth.

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Division and Department Heads



As individual campuses grow larger; and especially as urban junior college complexes multiply units under central administrations, the key person in the continuing effort to maintain and raise faculty professional standards will be the "middle-echelon" administrator-teachers: the division heads, department heads, or coordinators. They are the ones who have direct and effective contact with the top local administration. Already, at some of the larger colleges, such persons may have in their division as many as fifty or more teachers — the size of a complete faculty at several small junior colleges. It is by and through the division and department heads that internal communication — faculty-to-administration, or the reverse — is usually successful, or not. If these heads are competent administrators *and are given sufficient authority*, there is — or can be — a good measure of representative democracy in the smaller units. It is in the division, for example, where significant curriculum changes and adaptations are generally initiated, planned and carried through; where new faculty are oriented to the purposes and practices of the institutions; where individual teachers mainly have opportunities for professional satisfaction. Yet the testimony of presidents and deans is that the supply of such able, imaginative subadministrators is crucially short. "It is almost mandatory," said one president, "that such people come from the faculty. In fact, even as department heads, they ought to teach one course regularly, in addition to their administrative duties. But to identify

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teachers who are experienced enough, who have the potential for assuming both authority and responsibility, and who can be brought along, so to speak — *trained,* really — is one of my toughest jobs. We need to find ways to develop these middle-level educational leaders. They're the ones who have the most direct influence on our regular faculty."

This was testified to by many teachers, especially those on the larger community college campuses. As one said: "My division head really gets in there and plugs for us. For instance, last spring we decided to put a new course in one of our curriculums. I told the division head that I really needed a summer course at ———— University to bring me up to date; but I was too broke to finance it myself. He went right to the top and wrangled $400 from the administration as a 'study grant' assigned to our department. Without his understanding and help, I couldn't have taken the course; and it did help very much when the new class started in the fall."

* * *

COMMENT: It is a truism that internal communication tends to become increasingly difficult in direct proportion to the size of the organization. It is possible that this communication problem may be even more acute in a college than it is in an industrial or business organization. The college does not, for example, turn out a "product" which can be accurately described by a set of specifications. The individual members of the college organization also have more real autonomy of decision and action than is typical of an industrial employee. Teachers, for instance, run their own classrooms; interpret academic material in their individual fashions; and, more often than not, one teacher may operate under a set of assumptions markedly different from those of a colleague teaching the same material at the same level and even at the same rate. Further, administrators may (and all too often do) act on the belief that *their* set of assumptions is shared by faculty. (This is rarely the case!) As with any communications problem, frames of reference must at least be mutually understood between levels and among groups if any "message" is to be understood operationally.

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Faculty testimony points up "poor communication on the campus" as a major problem. (That the problem is, in fact, endemic in higher education does not make it any the less real nor effective solutions to it any less needed.) Both faculties and administrations — especially administrations — must perforce develop and use means of communication that can operate effectively in situations where explosive growth and rapid change are continuing facts of life. It is unlikely that "the junior college situation" will stabilize much, if at all, within the next decade. If, for instance, internal communication is poor now, it will only get worse unless real effort and imagination can be brought to whatever institutional reorganization may be necessary to improve it.

It is in this context that the need for highly competent subadministrators referred to in this section is highlighted and underscored.

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Faculty Participation in College Government



Like much else in the junior college movement, the role of the faculty member in the governing of this institution is affected by so many nontraditional factors that a new matrix of definition is required. (This assertion is especially true of community colleges — and all references here are to these public institutions.)

Until recently in higher education, the assumption has been that a college faculty, ideally, was a self-governing community of scholars, with major responsibilities in the shaping of educational policies; admission of students; budget allocations; significant participation in appointment, promotion, and dismissal of academic personnel, even including participation in the selection of deans, presidents, and other academic-administrative officers. Indeed, the 1960 statement of the American Association of University Professors includes not only these faculty prerogatives and obligations, it even more inclusively says: "Agencies of faculty representation, chosen in a manner determined by the faculty, should be provided at each organizational level in the institution concerned. . . . Decisions as to the area and extent of faculty representation and participation in college . . . government should involve the judgment of the faculty. . . ."

However, in the view of many junior college teachers, most, if not all, of these guidelines are at best nearly irrelevant to the community college situation: or, at worst, possibly mischievous or detrimental to the effective operation of the institution. For example, they point out that the basic controlling policy of the community college has long since been established by agencies wholly outside faculty control: by state legislatures or local area boards, reflect-

ing the will and intentions of the public at large. This overall policy is, of course, open-door admission for all students who have satisfactorily completed secondary school. It is this single policy decision which determines many other basic policies that must inevitably be followed by the college.

Since, for instance, the numerical growth of the college cannot be controlled by selective admissions screening, the only choice open to it is one of management of numbers, with concomitant lesser decisions involving guidance practices, selection of faculty, organization of increasingly complex chains of command, and the creation of curriculums responsive to the needs and desires of the community served by the college.

One teacher wrote: "Faculty participation in governing this institution has to be, by the very structure of our situation, somewhat limited. Most of us recognize this to be true, and we do not resent it. Here is the background. Ten years ago, we had about 375 students and thirty faculty. This year, we have over 12,000 students and nearly 400 faculty on three different campuses; and the most modest projections for the early 1970's indicate a student population of over 20,000 on five different campuses, all under one administration. So what's happening is, I guess, inevitable: we're getting more and more deans, division heads, department heads (and in a couple of cases, assistant department heads), and the faculty is splintered into groups by subject areas — and now even by separate campuses. More and more, we find ourselves involved only — and I do mean exclusively — with members of our own departments. A simile here would be a series of planets, each with its own cluster of satellites, revolving in larger and larger orbits around the central sun of top administrative structure. If the faculty here are going to have any real impact on the running of this college, we've got to develop a much more efficient system of representative democracy — probably through our division heads."

Commenting on this, another teacher said: "Our situation here is rapidly getting to be the same thing. We've got a terrific president. I don't know of a faculty member

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who doesn't approve of him. But he's got a kind of Parkinson's Law working against him, especially in the area of intracommunication on this campus. No matter how hard he tries — and he's really working at it — communication is breaking down. We don't feel like a faculty. We only meet as a total group twice a year; and these meetings are largely taken up with details of procedure. Sure, we've got a faculty senate; but a lot of us are not sure how accurately these people represent us, even though we do elect them. A lot of us, I am ashamed to say, don't even know the representatives we vote for. Frankly, nobody has much time to discuss these things with anybody else. As an individual teacher, I feel that I have realistic influence on the college only in my department."

Veteran faculty point out that with the tremendous expansion of the community colleges, more and more faculty are being hired who have only a vague understanding of the philosophy and purposes of such colleges; and whose senior colleagues are typically too pressed and short of time or opportunity to do a properly thorough job of orientation. In practice, of course, this means that large numbers of faculty are concerned in the governing of their colleges only where their own salaries, work conditions, and specific instructional obligations are concerned.

In colleges where the administration has made a conscientious effort to involve instructors in governing the school, by forming standing committees as coordinating mechanisms and as means to educate faculty to wider administrative realities, the individual teacher is, more than not, resentful of the increased burden of committee work, piled on an already heavy teaching schedule. In varying words, many faculty said: "The administration's job is to create conditions where I can do my job—namely, instruct. If they ask me to teach this kind of load, then let them cut my nonteaching duties to an absolute minimum; give me some clerical help; and listen to me and my colleagues when we suggest curriculum revisions, new courses, and more efficient procedures. I want to concentrate on my subject, on my teaching, and on the students for whom I am responsible."

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Another facet of the total question of the extent of faculty participation in college governance is the difference in purposes and functions of the community college, as compared to the traditional four-year college, or even the tax-supported state university. We look upon ourselves, say community college teachers, as service organizations — frankly and proudly. We are here to respond to the needs of this community (or this area.) In our vocational-technical programs, for example, our job is to produce employable people; at the same time, giving them as much of a broader education as their circumstances and abilities will permit. As faculty, we want most especially to have a say in how our colleges create and offer programs: this includes their content, methods of presentation, and materials used for instruction. We are less concerned with traditional faculty prerogatives than we are in having a reasonable total context in which we can do a professional job: adequate pay, enough facilities and equipment, reasonable teaching loads, chances for our own professional growth, and an administrative set-up flexible and responsive enough to hear and give weight to our opinions and recommendations. If we, as faculty, have a real functional effect in creating and maintaining this context in our colleges, then we are performing our proper role in sharing in the governing of them.

These statements reflect what could be called a consensus of moderates among faculty interviewed. But there are growing indications that as junior colleges grow in number — and especially in size — faculty militancy concerning its role in college governance will develop in direct proportion to the diminishing of conditions described in the previous paragraph. To the degree, for example, that communication between faculty and administration on an individual campus is such that teachers feel like "mere employees," hedged about with increasing regulations (whether promulgated by the college, the local district, or the state), the response is more likely to be to organize, whether by activation of local chapters of the American Association of University Professors, local units of the American Federation of Teachers, or regional or statewide organizations of junior college instructors,

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or all of these. The basic purpose of these groups is, or will be, to gain direct hearings with policy-making and legislative bodies.

Though this study, by its very nature, could not make any accurate, in-depth appraisal of causes of faculty militancy, many teachers identified what they believe to be among the basic reasons. Where colleges are governed by district boards which are also responsible for elementary and secondary schools, junior college teachers are vehement in their feelings that their institutions — and by extension, themselves — are shortchanged. They assert, for example, that public school boards are not oriented toward higher education as their main concern, if for no other reason than that the economics and politics of sheer pupil-numbers dictate greater attention to lower school problems. They further state that chief administrators (superintendents in particular) are the ones who recruit and hire junior college administrators; and that they are more than likely to choose persons, who, like themselves, have built their careers in elementary or secondary education. Thus, faculty say, the junior colleges in a situation like this are apt to have imposed attitudes, regulations, and educational philosophies which differ little, if at all, from high schools. Inevitably, the teachers assert, such an atmosphere influences not only courses of study but the level and quality of instruction. They are fond of quoting what is said to be an oft-heard student complaint: "The junior college is nothing but a high school with ash trays."

The basic issue, from the faculty viewpoint, is stated succinctly: "It is illogical to identify junior colleges as institutions of higher education — and then to govern them as appendages to elementary and secondary schools. We believe that it is imperative for junior colleges — in any state — to be governed by independent district boards having no other responsibilities."

* * *

COMMENT: There is wide variance, not only from one geographical area to another, but from institution to institution, in faculty opinion concerning their just or

appropriate share in the governing of the college. The range is all the way from indifference ("I don't want to make any policies — that's the administration's job") to active participation in teacher organizations whose avowed aims are to influence legislation affecting them.

The basic fact seems to be that the junior college faculty member can refer to few, if any, precedents in the academic tradition as guides for defining his role in college government. Most faculty, as a result, are feeling their way toward a viable stance in this area.

Historically, junior colleges have been "administrators' colleges." For the most part, program initiation and development, curriculum patterns and offerings, and even (in some cases) the choice of instructional materials, have been decided by deans and presidents; and then faculty have been hired to teach these programs. This was doubtless a natural development, since public junior college administrators would have closest contact with community leaders, for instance, and would therefore best be able to design the local college's offerings to respond to community needs.

However, as individual institutions become more settled and mature, faculty are having increasingly direct relationships with the community, through advisory committees and other mutual working devices. This is especially true in the vocational areas, where local industry, business, and labor groups have a keen and practical interest in the college's offerings; and their associations with the college's teaching staff can be of great mutual benefit. For example, one department head of a vocational program stated proudly, "If one of the industries around here develops new processes and products, we can design and get into our vocational curriculum within thirty days a first-rate course to prepare people for jobs in the new area. We get a hard-working advisory committee made up of representatives from the industry and from our faculty, and together we design the sort of course (or courses) to do the job."

Clearly, in situations of this sort, traditional ideas of the faculty role in college governance need to be rethought.

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Professional Affiliations



The junior college instructor apparently does not want or see the need for special organizations in his discipline or field. (There are qualifications to this statement which will be noted later.) Rather, he is most anxious to be accepted as a colleague by those already existing professional groups whose membership may at this time be largely drawn from four-year college and university teachers. Again and again, such sentiments as these were expressed:

"If we belong in the mainstream of higher education — and I think we do — then we should make our contributions to (as well as derive benefits from) professional organizations in our fields. And I would hope that we would not simply be 'junior college wings' of these groups, but be accepted as equals. We do, after all, have something significant to share about lower level instruction."

Or: "No, I don't want to see any 'Junior College Historical Association,' or whatever. I want the stimulation of being with those who know more than I do. I need the wider perspective, and I wouldn't get it if junior college people just organized to talk to themselves."

Opinion in this area was surprisingly uniform.

However, practical problems were most often named as deterrents to effective affiliation with national professional groups or societies. "Time and money, time and money," said one teacher with exasperation. "Here's an annual meeting in Chicago, and I'm in California, and the administration tells me that there is no money to pay my expenses. I sure can't afford it on my own. And they ask me who is going to 'cover' my classes for four days. So I don't go. And I honestly think that this college, and especially my students, would benefit from having

a teacher who had been able to get out of this backwater, even briefly, to see what's going on. Sure, I can read the proceedings of the meeting six months later. But it's not like being there and talking with people."

Again, this statement, or variants of it, were typical. Yet, there seemed to be little or no disposition on the part of college administrations to deny their instructors opportunities to attend appropriate professional conferences. One dean of instruction pointed out that he and the president encouraged faculty to attend appropriate meetings. "But we are allowed to reimburse them only for travel within the state," he said, "and even these allowances are unrealistically low. I think the answer here is to persuade our (district) board to allocate a discretionary fund to the president, and it should be substantial enough for us to determine faculty requests for conference attendance on their individual merits — both for the teacher and for the benefit of the college as a whole."

Despite the apparent lack of desire of teachers to form special junior college professional groups (particularly in individual disciplines), there is some evidence that such organizations will, in fact, develop — particularly where two-year instructors feel that the established national or regional organizations do not satisfy their needs. Here again, the problem is one of adequate communication. If enough junior college faculty members feel "cut off," so to speak, from the mainstream of their own discipline, they will eventually establish an organization of their own, regionally or even nationally. It is more than likely, too, as the numbers of junior college teachers increase, that they will establish both their own professional groups and retain affiliations with already existing ones.

(It is appropriate to suggest here that existing professional associations have right now a splendid opportunity to involve their junior college colleagues — and some groups are already effectively doing so. But if junior college teachers are treated as "second cousins," in effect, then this growing and vital segment of the teaching community will almost certainly splinter off to form its own groups.)

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Junior College Teaching AS A PERMANENT CAREER



Any assumption that junior college teachers are simply frustrated four-year college instructors who "could not make the grade" must, as far as the findings of this study can determine, be labeled as a myth.

The often-heard paraphrase of Shaw, "Those who can, teach in a four-year college; those who cannot, settle for the junior college," is simply not true.

Those who have chosen two-year college teaching have, of course, done so for many reasons — some personal, some professional — but rarely has the choice been made as "second best."

Indeed, overwhelming testimony reflects the words of one instructor who said, "This kind of teaching is one of the most exciting challenges in higher education right now. Frankly, I feel like a damn pioneer. Look what we get here in the way of students: S.A.T. scores all the way from the low 200's to the high 700's, for instance. A lot of them are *really* motivated, too — though certainly not all! They suddenly realize that this is their last chance, so to speak, at further education; and even if they're 'dumb,' in the usual academic sense, they're *ready* for instruction, and this makes them worth working hard with."

Another remarked: "I sometimes have to laugh at my friends in four-year colleges. They get students all screened — often just the top half of high school kids, well prepared. They don't have to *teach* so much as just open up some doors. But if they got what I do — well,

they'd start to redefine the verb 'teach,' and that's for certain."

In fact, the general impression of the attitude of these instructors toward their teaching was that they felt a kind of exhilaration in the face of unprecedented challenge. This was particularly true in newly founded colleges, where the sense of "pioneering" was almost palpable. It was hard to escape the feeling on several campuses that the faculty was made up of an enthusiastic group of mavericks who both resisted and even resented the usual academic parade; who saw unique opportunities for redesigning the whole pattern of freshman-sophomore instruction. One teacher said, "I prefer this situation. I've got a Ph.D. — but who wants the usual rat-race when he can have this? I don't feel a bit inadequate for four-year college teaching. In fact, I've done it. And I got out because *real* teaching is what I wanted — and I certainly am getting it here." Then he added, with a grin, "It's rugged, and make no mistake: big classes, an enormous range of abilities in the students. But as a teacher, I've either got to put up or shut up — and I find this exciting."

For many instructors, especially in or near urban areas, teaching in the local community college is both a convenience and the satisfaction of a long-standing desire. (This was particularly true of qualified women whose husbands worked in the area.) One vocational instructor described his affiliation with the local community college this way: "I always wanted to teach. But after I got a B.S. at ———— University, I went with the ———— plant here as an electronics engineer. Then they started the junior college, and I looked into it. The college needed somebody like me. They took my eleven years of experience as more than equivalent to advanced degrees. I took a cut in salary, of course, but I'm happier teaching than I ever was at the plant."

Another, a woman, said: "My husband is a lawyer in town. I have a perfectly good Ivy League M.A., and now that my children are grown, I find teaching here is a tremendous satisfaction."

There seems little disposition on the part of most com-

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munity college instructors to view their situation as merely a stepping-stone to a four-year college teaching job. "Give me the right kind of teaching conditions," most of them say, in effect, "and this *is* my career." Without disparaging four-year colleges, many teachers were frank to say that one of the attractive aspects of the junior college was its relative freedom from the pressure to achieve advanced degrees, publication, and "academic status," in the usual sense. For instance, many teachers said, in effect, "I would much rather have had two — or even three — broad-gauged, one-year master's degrees in areas allied to my main discipline, than one doctorate. In any case, I worry less about the letters after my name than I do about working with the material that will enrich my teaching in this particular situation."

A further strong motive in many teachers for making a career of two-year college instruction was the service aspect of the community college, as it related to its surrounding area. There was often expressed an almost missionary feeling about the functions of the college as they might serve to lift the whole cultural and economic level of the total community. A vocational teacher said: "I feel that in a real way, I am a public servant — and I'm proud of it. I've lived here all my life, and this community has been good to me. Teaching here at the college gives me a way to help another generation of young people have some of the chances that were given to me."

The major reservation to commitment to career-teaching at the two-year level was — as detailed elsewhere in this report — the concern of faculty that opportunities for continued professional growth would either be limited or nonexistent. "You don't make a career out of repeating yourself," said several faculty, "and we are concerned that, despite all the good will in the world, this headlong effort just to keep up with the pressure of numbers will postpone real, practical attention to us as honest-to-goodness career people. You can get pretty stale by teaching the same courses at the same level for several years in a row, if you don't have a chance for real refreshment."

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It is important to emphasize, in summary, that faculty accept the idea of junior college teaching as a permanent career with the qualification that the colleges in which they work (and will be working) will provide, increasingly, a context, resources, and assistance which will enable them to experience continued professional growth and stimulation. They do not expect that "administration" will automatically provide them with such a context — indeed, they want to be active partners in the planning of it. But they point out, reasonably, that unless the junior college can offer prospective instructors a climate of true professionalism, it will be increasingly difficult to attract first-rate people to teaching positions in these institutions; and even more difficult to hold them if they do come.

* * *

COMMENT: Looking to the future, the consideration of junior college teaching as a permanent career by those young people now in college and graduate school is going to depend, in great measure, upon the knowledge and understanding of junior colleges on the part of senior college and university faculty — and particularly graduate faculties. Yet, with some scattered exceptions, such needful understanding is markedly lacking. The "image" of the junior college, in the eyes of most graduate faculty, is that of a second-rate or stop-gap institution, not "really" higher education, catering to the academically marginal student, and employing teachers who are not "good enough" to be "regular" college or university faculty. There is, it must be said, a tincture of arrogance in such attitudes. (Junior college teachers, incidentally, feel this attitude and its accompanying patronizing, and they resent it deeply).

Realistically, however, university graduate faculties do have a primary obligation to produce scholars — particularly Ph.D.'s — and it is understandable that their first emphasis is on the identification and nurture of their best students for this purpose. It is blatantly obvious, on the other hand, that not every good student is a good Ph.D. candidate, and that many of these, given solid, non-research-oriented graduate training, would make first-rate instructors, either for junior colleges or for the freshman-

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sophomore level of four-year colleges. If graduate faculties and also undergraduate faculties could, in effect, "be educated" to the real opportunities open to many of their students in lower-level college teaching, it is likely that many more gifted young people would consider junior college teaching as a permanent career.

The other side of this coin must also be clearly pointed out. As one graduate dean said, "Just what does the junior college have to offer my people professionally?" The question is apt and fair. It asks the junior colleges, individually and collectively, to make a clear-cut case for themselves as institutions offering professional challenge and opportunities for growth to those who aim to teach there.

High on the priority list for junior colleges is the obligation to take the initiative in establishing means of real communication ("face-to-face work," as one dean called it) with graduate faculties — especially those in the several disciplines — so that mutual education as to needs, resources, and common interests can take place. Whatever the means to do this, whether by conferences on a national level, working meetings of deans and faculties from both kinds of institutions, statewide or even locally, there is little doubt that it must be done, consistently, and over a long period of time.

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Guidance — A Faculty Viewpoint

With a few exceptions, junior college faculty express more than a little dissatisfaction with the guidance given to students, both in the high schools and in their own institutions. In the minds of too many high school principals and guidance departments, these teachers state, the junior college still has a poor image. Too often, the attitude seems to be, "Well, if you can't get into a four-year college, you'll have to settle for a junior college." Further, too few secondary school counselors have adequate knowledge of the curriculums even of the junior colleges within their own nearby areas. Junior college faculty are emphatic in urging closer and more continuous liaison between their own colleges and the schools which send them students.

But where junior college guidance departments take the initiative, faculty are quick to praise the results. "For the last two years," said one, "our guidance people have been making regular information visits to the high schools in ——— County. It's very plain to us now that students are being more sensibly placed and more realistically advised about their career aims. Obviously, this saves much confusion here, too, especially in course placement."

Where there was criticism of their own guidance operations, most faculty identified the root problem as "poor communication" between the teaching and guidance staffs. More specifically, for example, faculty were concerned that those in student personnel were too often

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uninformed — in the detail necessary — about the course of study, the various "tracks" (transfer, terminal), and changes in curriculum. One division head (science) made it a regular practice to screen all students a second time to make sure of appropriate placement. "For instance," he said, "we have a transfer physics course and a terminal physics course — or rather one which is more practically tied in with our vocational offerings. The transfer course requires a good math background, while the other one takes much less. But time and again, our guidance people listen to a student who has unrealistic ambitions about transfer and assign him to the transfer physics course — even though his high school math record, if he had any significant math at all, would practically guarantee failure. So I have just taken to doing the job myself, with some help from my staff."

Course registration time, especially at the start of each semester, is crucial, faculty point out, and it is often at this point that guidance procedures break down. One teacher, who is also a part-time counselor in a college of about 9,000 students, said: "Now you take the beginning of the September period. There were seven people on the regular guidance staff, and eleven of us brought in to help. But that meant 18 people to process 4,500 students in barely two days. Obviously, this is ridiculous, because we didn't have either the time or the people to do a thoughtful job of assigning students to appropriate courses. Even the IBM machine downstairs wasn't much help — all it could tell us was how many sections of what were filled up."

Incidentally, faculty do make a clear distinction between "guidance" (student placement, mainly) and "counseling" (work with student personal and career problems). Teachers are far more approving of the effectiveness of the counseling actions than they are of the guidance (placement) functions of their guidance departments.

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COMMENT: Further elaboration here is not necessary, since a recent and deeply significant study of this whole area explores it in detail. The report of the study, a two-year project under the auspices of the American As-

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sociation of Junior Colleges, and financed by a grant from the Carnegie Corporation, is entitled, *Junior College Student Personnel Programs: Appraisal and Development.* The blunt conclusion of this careful, wide-ranging report, is stated in its foreword: "Student personnel programs in community colleges are woefully inadequate."

Additionally, also, the report presents detailed recommendations for upgrading personnel services.

It is not too strong an assertion to say that this study, with its clear identification of guidance deficiencies and its explicit recommendations for improvement, should be an operational guide for every junior college administrator in the country.

(Copies of the report may be obtained, at $5 each, from the American Association of Junior Colleges, 1315 16th Street, N. W., Washington, D. C. 20036.)

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Faculty Rank

Teacher opinion concerning a professional ranking system was thoroughly mixed, though the consensus seemed to be toward *no* rank — with all teachers simply called "instructors." If feelings about the matter can be loosely divided into two camps, it was perhaps the liberal arts instructors who expressed more concern about establishing a system of rank than did their colleagues in the vocational and technical fields.

Three main reasons were advanced in favor of faculty ranking: (1) that it gives a certain increment of status when junior college faculty relate to their four-year colleagues; (2) that the notation of rank confers some "prestige" in the eyes of students; (3) and, not least, that rank and pay are inseparable.

The arguments against rank generally were: (1) "Everybody wants to be a chief — so where are the Indians?" (2) "If the junior college is, as claimed, a unique institution, why do we have to copy the traditional forms, just for status purposes?" (3) "The whole touchy problem of teacher-evaluation is involved — and who does the evaluating, and by what standards?" (4) "You know, to call myself an associate professor of spot welding is a bit ridiculous." (5) "This campus has been all churned up about the rank business for three years. Most of us can't see what we'd really gain by having it."

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COMMENT: In the minds of most of the teachers who responded to this idea of ranking, the basic question

seemed to be: What real functions would rank serve? (Other usual measures of academic merit — research, publication, scholarly honors — are not applicable, in the main, to junior college instructors. Many of them felt that a ranking system would be simply a poorly disguised "merit pay" device. Others commented that simple longevity of service would eventually bring a "full professorship," and would therefore make the honorific meaningless.

For the most part, the reality seems to be that if working conditions are good, salary levels are adequate, opportunities for professional development are available, then the whole question of rank is seen as largely irrelevant.

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Preparation of Teachers



As a wide generalization, those teachers most satisfied with their preparation for junior college instruction were those in the vocational areas since, as many of them pointed out, considerable work experience was required of them as a condition of employment by the college. On the other hand, liberal arts instructors (including many in the sciences) were inclined to be critical of their graduate work as "inadequate" or "inappropriate" or "not especially relevant" to the teaching situations in two-year colleges. The most general criticism was that graduate courses are too often slanted toward the needs of the prospective Ph.D., both in content and in treatment.

"When I go back to take a graduate course," said one history teacher, "I want plenty of content, naturally; there are still lots of holes in my background. But it would be most useful to me if the courses put less stress on research and more on concepts — and even suggested methods of teaching — appropriate to instructing freshmen and sophomores. I don't quite know how to be more specific. But I know that a lot of us would like to sit down with some graduate school people and work this out."

(There is general agreement that the Ph.D. is not necessary for junior college teaching. It is recognized and respected as a research degree; but it represents a depth and manner of training rarely required of junior college faculty.)

Few instructors had had specific preparation for junior college teaching. In discussing whether graduate programs

for such preparation would be desirable, the consensus was definite that they would be: but the emphasis was on *freshman-sophomore level* instruction, rather than on "junior college teaching" *per se.* They indicated, for example, that especially in the liberal arts and elementary sciences, junior college course offerings were apt to be generalized: surveys (of literature, for instance); coverage of basic concepts, with allied laboratory work, in the general sciences; elementary or intermediate language study; and the like. "Teaching a survey course effectively is one of the roughest jobs there is," said one social science teacher, "to say nothing of finding adequate texts to use. I don't especially approve of 'how to' graduate courses; but I could have used one in How and What to Teach in Sophomore Beginning Sociology." In varying ways, his comment was repeated by many.

There was far less negative criticism of university graduate schools, however, than there was the often-stated and almost wistful desire for practical on-going cooperation with them. Most faculty saw the key and initial step as one of liaison between junior college and university, particularly as the latter could come to know the problems and needs of the former. In some junior colleges, of course, this initiative has already been taken by individual faculties and administrations. But, in general, teachers say, two-year college and university collaboration needs to be far more detailed and regularized than it now typically is.

Preparation of New Teachers: Junior college liberal arts teachers seem fairly in agreement about the kind of preparation needed for new teachers, especially in the humanities: a "solid" baccalaureate followed by a broad-based master's degree of at least a year and a summer; or, even better, a sixteen-month to two-year M.A. working with naturally linked subject areas (such as sociology-anthropology, or history-political science); or a master of arts in teaching (similar to — but richer than — ones now offered by some universities, where there is not only concentration on subject matter, but a modicum of supervised teaching experience and brief exposure to the history of education and educational psychology. Many

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teachers spoke of their need for "a good course in adolescent psychology — one dealing frankly and directly with the kinds of problems we meet on campuses like these."

As in so many other areas, the junior college instructors emphasized flexibility and freedom from rigid requirements, especially in post-baccalaureate study, for prospective two-year college teachers. "Far better, I think," said one department head, "for a graduate student headed for this sort of teaching to do many careful term papers than one 'research' thesis — just to give you one example of what I mean by 'flexibility.' " Another instructor said, "In our situation (a large urban area with two universities) it would be a good idea to set up a brief course, maybe a semester, where some of us in the junior college could team-teach with graduate faculty a course called 'Junior College Teaching: Its Nature and Problems,' or something like that. It would make good orientation for prospective teachers. And also it would help the university people come a bit closer to the realities of our situation, too."

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COMMENT: (The following comments refer mainly to the liberal arts and sciences, rather than to the technical-vocational fields.)

At the present time, the basic acceptable preparation for junior college teachers seems to be the master's degree: The B.A. or B.S., plus 30 hours of credit, mainly in content, rather than in education or methods courses.

But desirable preparation (i.e., most useful, or "best") as described — or inferred — by many faculty would have in it elements not now offered in M.A., or even M.A.T. programs. Adequately accomplished, these elements would require a post-baccalaureate period of study ranging from sixteen months to two years.

Academic content: A minimum of ten courses (or equivalent) in the subject discipline *at the graduate level.* Undergraduate courses with "added work" for graduate students taking them were not thought to be satisfactory. Main reason: the level of class discourse would not be sufficiently mature for advanced students. Of these ten

courses, half should be, to the degree possible, *interdisciplinary* in content and in instruction. (Examples: biology-zoology-botany; sociology-psychology-anthropology; literature-art-music; history-political science-cultural anthropology; geography-geology-ecology.) Teachers felt that the interdisciplinary approach would (1) provide the necessary broader knowledge base for later teaching of general courses at the freshman-sophomore level; (2) diminish the research emphasis; (3) help the prospective teacher to have a more-than-usually flexible approach to materials and methods of instruction. Nothing in their recommendations suggested any water-down of the quality of the graduate work; indeed, the emphasis was that the suggested approaches would be more *rigorous* in many ways than traditional graduate courses.

Supervised Teaching Experience: At least one quarter, and preferably a full semester, of actual teaching responsibility in a nearby cooperating junior college, with at least two preparations. This was not conceived of as "practice teaching," in its traditional sense. Rather, it was described as a *bona fide* internship, with supervision and counsel both from appropriate university faculty and veteran junior college faculty in the discipline. (Recommendations as to the timing of the intern experience varied, though the consensus was for second semester.) At the same time the graduate student was doing his intern teaching, he would also continue to take courses, though on a reduced load, in his field.

Professional Seminar: Rather than separate course offerings in educational philosophy, educational psychology, and methods of teaching (English, or whatever), teachers generally recommended what could be considered a continuing professional seminar, involving *all* graduate students, from whatever discipline, who were undertaking this "enriched master's degree" for prospective teachers. As a basic pattern, the professional seminar would meet for two hours every other week through the entire span of the graduate program. It would have its own syllabus of appropriate reading material, including recognized works on the history of education, the nature of the learning process, the psychology (and problems)

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of students, the nature of teaching, and the like. Ideally, the seminar would be led by carefully prepared teams of graduate professors and veteran junior college instructors, or master teachers.

Degree recognition: Most teachers making these recommendations felt strongly that no "new" degree was needed for such a program. Rather, they asserted that it would "make the M.A. respectable again." They suggested that, in addition to the awarding of the M.A. itself, certificates of internship experience and completion of professional seminar could be added to the candidate's dossier.

Such a program as outlined has a number of distinct advantages to recommend it:

1. It is open-ended. A successful completion of such a program would not hinder an interested student from going right on for a Ph.D. if he wished, since his thirty hours of course work would more than likely be acceptable to most graduate departments.

2. It could conceivably be completed in a summer-academic year-summer pattern, thus reducing a student's financial commitments.

3. Such preparation would, in most areas, make him a desirable candidate for a junior college faculty.

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Faculty AND THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Though the American Association of Junior Colleges is the single national organization representing and serving most of the two-year colleges in the United States, few faculty know much about it: the services it offers member institutions, the information and assistance it supplies (through publications, consultants, and the like), and the projects and activities which it sponsors. Many faculty see *The Junior College Journal* "occasionally — when a copy happens to turn up in the faculty lounge;" but more often than not, the *Journal* goes to administrators, is read by them, and then "sent to a file in the library, where it gets buried." Indeed, some faculty have not even heard of the Association, to say nothing of reading its publications.

The faulty communication here — if, indeed faulty is the proper word — clearly has its root in the fact that the Association has been, and largely still is, an "administrator's organization," to use a faculty term for it. Since membership in the AAJC is primarily institutional, it has been natural for colleges to be represented by presidents and deans. Further, though this report is not the appropriate place to comment further on the point, faculty who know about the Association are only slightly aware — if they are aware at all — of the relatively limited funding which supports the Association's activities and staff work. Many times, the comment was made, "Why doesn't the Association (AAJC) *do* something about ————," and then would be mentioned suggestions already stated in this report, or listed with the recommendations in the final section. It is probably significant, too, that faculty were far less inclined to find "fault" with the Association than to wish, or hope, that the Association could initiate more projects and services for faculty benefit than have hitherto been possible.

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Brief Summary and Interpretation



It is plain that junior college faculty have yet to attain full professional identity or status. Their position in higher education is unclear; and its definition will probably take a number of years to evolve. The institutions in which they serve are so varied in aims and functions that traditional criteria and labels as applied to college teachers are neither applicable nor accurate, in the main. The whole field of post-high school education has changed so radically in the past two decades, and is expanding with such prodigious speed, that time-hardened academic customs and attitudes, as they relate to junior college faculty, are not only largely irrelevant, they may even be downright misleading. For example, a faculty of a large, "comprehensive" public college is hardly a "community of scholars," as many college and university faculties are still wishfully prone to describe themselves. It is not to denigrate junior college teachers to say that "scholarship," in the usually accepted sense, is neither their mandate nor their goal. For the most part, their scholarship is directed toward the enrichment of their teaching, and is not an end in itself. Thus, to develop any programs for the assistance of junior college faculty on the assumption that their situation conforms in general to that of their four-year college colleagues would be to miss the mark almost entirely.

Or, as more and more community colleges are developed or expanded, there is an increasing imperative to think through afresh the nature and problems of the

academic activity of a commuting population where, in essence, the ebb and flow of hundreds and thousands of students is perhaps more of a prime reality than their comparatively brief daily presence in classroom, laboratory, or workshop. The very fluidity of the situation requires a new set of assumptions, from top administration to individual teacher.

The mandate of the junior college — especially the public institutions — is to "mean many things to many people." This is no idle assertion: it amounts almost to a creed; and it certainly is a broad statement of policy, implying openness, flexibility, and service. At the same time, the very sweeping nature of the mandate is a source of confusion. The junior college is certainly going someplace — and in a hurry. But where? Many faculty members are unsure even of the aims and purposes of their own individual colleges.

"This place," said one, "reminds me of Stephen Leacock's famous line: 'He mounted his horse and galloped off in all directions.' Now take my situation. I've been here three years. I'm teaching English. But am I teaching the *right* things, the *needed* things, the *essential* things — I mean for these students? My flunk-out per cent was 27 per cent last semester. Maybe I'm a lousy teacher. Maybe they're lousy students. Maybe both. But my real question is: how do I adapt my individual efforts to the aims of this college? And when you poke into the business of 'aims,' you get fog, jargon, catalog talk, and 'service to students.' Well, the best 'service' I can be to a student is to teach him something *useful:* how to write a clear sentence, or how to read a paragraph and understand what it means. I'm not being flippant when I say those are *real* accomplishments, and they take time to teach and learn. But my syllabus makes me 'teach' bits and pieces of literature, composition 'forms,' and even some poetry. These are fine; but are they what I should be teaching?"

The same question, adapted in emphasis to every discipline, and to technical and vocational fields as well, was asked again and again: are we teaching the right things? How do we know that we are? How do we increase the sheer efficiency of our instruction? Exactly what is this

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college set up to do — and what is my (the teacher's) contribution to these defined aims?

A further source of confusion, some faculty reported ironically, was the very groups which might be presumed to be clarifying agencies: namely, accrediting boards and associations in the various regions. "These people are still using either old criteria or four-year college and university criteria on us," one department chairman said. "And far too often — in my experience, I've only seen one — there isn't a single junior college faculty member on an accrediting team. They're all presidents and deans. So, they've got a special viewpoint. And, frankly, these guys are sometimes prone to scratch one another's backs where accreditation is concerned."

At one college, a teacher remarked, "You know what we're doing here — I think? We're creating programs to meet accreditation criteria — instead of building the programs we know these students need."

As previously mentioned, too, the student-centered attitude of the two-year colleges has broad implications for the future effectiveness of faculty. The attitude may, or may not, be laudable (this report is no place to make a judgment); but there is no doubt that it is time-consuming, and thus, not so eventually, expensive. Not the least part of the expense is the reduction of time and opportunities for teachers to keep themselves refreshed and up-to-date in their own disciplines.

Yet the junior college teacher urgently and legitimately wants to be accepted as being "in higher education." He is not simply a teacher of grades thirteen and fourteen, though in numerous administrative contexts he is treated as one. He deals with college-age students; and, in addition, with adults from twenty to seventy years of age in evening divisions of his college. He works with college-level material. Particularly in vocational and technical fields, his aim is (must be) thoroughly pragmatic: the teaching of marketable skills. And also, in one sense, most liberal arts instruction partakes of the same pragmatism, namely, the production of transferable students. If these statements sound either nonacademic or undigni-

fied, one has only to spend a few frank hours with faculty to accept their accuracy.

In these, and many other respects, the situation of the junior college teacher is new. Solutions of his problems, and resolutions of issues affecting him, then, must be newly conceived and even boldly unorthodox.

But unfortunately, it does not seem likely that the fresh, truly innovative thinking required is going to come from junior college administrators. Indeed, it is hardly too strong a statement to assert that the chief problem of the junior college teacher is, in its broadest sense, the often too-restrictive regulatory context in which he and his immediate administrators do their work. And, by extension, the major issue facing junior college instruction staffs in the future will be the growing shortage of trained, experienced, imaginative leadership, from presidents down to department heads, and assistant department heads. This shortage is already acute — a fact both recognized and worriedly admitted by outstanding junior college leaders across the country.

Indeed, the situation can be fairly compared to that of the Armed Services in the months preceding and following Pearl Harbor in 1941, when an enormous cadre of non-commissioned officers and junior officers had to be developed quickly to train and lead the hundreds of thousands of drafted troops flooding into camps. In many respects, this is an appropriate parallel. For example, a daily reading of newspaper clippings referring to junior colleges about the country reveals stories of bond issues passed, new colleges opened — invariably with larger enrollments than predicted, and temporary buildings rented and hastily refurbished to accommodate overflow classes. This editorial, for example, is typical:

> *The library is not yet open, the cafeteria is still not finished, the book store is in a temporary home, but —— County's new junior college has already earned itself a place that is anything but temporary or incomplete.*
>
> *Classes open today at the _____ Campus for some 4,300 students, a far larger group than was expected by county voters when they approved creation of the junior college. The large enrollment speaks eloquently of the*

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gap that the school will fill in a day when education is the best investment in the future a community can make.

(The president of the board of trustees) predicts that by 1975 as many as 40,000 students will be attending classes at ——— and six suburban campuses. The prediction is not hard to believe . . .

The sheer management of numbers alone is a staggering administrative task. Add to this, the creation of academic and vocational programs; the recruitment, orientation, and continued training of teaching and supporting staffs; and the assurance (to say nothing of the continuance) of quality instruction; and the measure of the administrative mandate can begin to be taken. It is true, of course, that top administrative talent is in chronic short supply in any endeavor. But with the hopes and expectations of the public for their junior colleges, and the hundreds of millions of dollars voted and annually authorized for these institutions, it would be an educational disaster for many of them to turn out to be, in effect, weeding-out stations for those unable to attend four-year colleges, or "intellectual baby-sitters," as some teachers have remarked, or second-rate learning experiences for those tens of thousands of potentially able students who, for economic reasons mainly, need the junior college to continue their education.

The key to quality in the junior colleges, as of course in any schools, is the skilled, fully professional teacher. Most especially, at this point in the development of the junior college, his needs, the problems he identifies as pressing, require first priority and continued, urgent attention from his administrators, from the boards who allocate funds for the colleges, from his own immediate administrators, and — eventually — from the public which pays the bills and is expecting the benefits of the educational opportunities provided by these institutions.

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A final word. This study has been a preliminary investigation. If its findings are even partially valid, it poses some vexing and wide-ranging questions which urgently require attention and increasing dialogue among all segments of the educational community.

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In the recommendations that follow, suggestions are made which may provide a framework for a beginning strategy to achieve this dialogue. The recommendations necessarily are sketched in outline: they are intended as possible starting points, not as blueprints for fully developed action programs. For the most part, these are derived either directly from faculty recommendations; or they have been developed from the implications of repeated faculty statements.

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Section Three: 3

1. RECOMMENDATIONS FOR ACTION PROGRAMS
2. AN AGENDA OF BASIC QUESTIONS FOR COLLEGES

Recommendations for Action

1. *A National Committee for Junior College Faculty:* This should be a group of outstanding individuals, with its membership drawn from four-year colleges and universities and from two-year colleges, with key academic disciplines particularly represented. Its members should be persons of national stature, so that statements made by the committee would command respect and attention from all segments of education.

The committee, comprising not more than twelve members, should be in the nature of a task force, to address itself for eighteen months to two years, especially to the problems of the preparation and professional refreshment of two-year college teachers.

Among matters that could be on the working agenda of the committee are the following:

a. Develop guidelines for graduate work appropriate to the training of teachers

b. Create patterns for special institutes, seminars, and conferences for the continuing professional refreshment and upgrading of faculty

c. Develop recommendations pertaining to faculty load, problems of instruction inherent in the teaching of large groups, effective organization of academic departments, and similar matters

d. Examine the range of professional organizations and their relationships to junior college faculty

e. Be the sponsoring committee for special workshop meetings organized to attack specific problems.

Staff work for the committee could be provided by the American Association of Junior Colleges.

2. *More Effective Dialogue:* (a) among junior college faculties; (b) among faculty members in particular disciplines; (c) between teachers and administrators; (d) between junior colleges and four-year institutions. Some devices (or methods) suggested by faculty were the following:

3. *Summer Institutes, Workshops, or Seminars:* The most persistent faculty request was for the establishment of four-to-six week summer programs (available regionally) where teachers in allied disciplines could study, discuss, and share problems and materials of freshman-sophomore instruction. (These were urgently suggested in addition to available opportunities through the National Science Foundation, for example, or other agencies.) The basic pattern of such summer institutes, as faculty describe them, should be such that attendance would be supported by travel and subsistence allowances sufficient to allow them to "break even." (Most funding suggestions wistfully pointed toward "foundations.")

Faculty were both urgent and explicit in hoping that such summer opportunities could be designed by "people who know our needs," staffed by the best talent available, both from the junior colleges and from the universities. The main thrust of the request was for vastly increased opportunities for professional refreshment.

4. *Workshops for Junior College Administrators:* Many faculty saw the need for brief (one-two weeks) but intensive seminars for two-year college administrators: presidents, deans, and most especially, subadministrators (division and department heads) for the analysis and discussion of practical administrative problems of junior colleges, particularly as these affect faculty.

5. *Information Clearinghouse:* A national clearinghouse of information on new curriculum patterns, teaching innovations, special materials of instruction, and many similar matters within areas of faculty interest, was suggested by many teachers.

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6. *A National Job Clearinghouse:* Faculty are acutely aware of their lack of knowledge of job opportunities in junior colleges throughout the country. They feel strongly that a central clearinghouse, computerized and adequately staffed, is immediately necessary, not only for their own mobility, but for the recruitment and proper placement of the thousands of new teachers and administrators shortly to be required by junior colleges. They are aware of the large-scale funding that such an enterprise would require. But, they point out, the almost immediate savings in recruitment-and-placement effort would more than repay such an investment.

7. *Liaison with Graduate Schools:* Effective liaison with major graduate schools throughout the country was seen by many faculty as a national problem, transcending the particular efforts (no matter how effective) of individual junior colleges and single universities. Such liaison included assistance in developing courses and programs for the needs of practicing junior college teachers; preparation of those intending to teach in junior colleges; and closer understanding by senior institutions of the special situations and needs of junior colleges, especially in the areas of student transfers, adequate credits for two-year college teachers taking refresher courses, and the like.

No single pattern for academic preparation of prospective faculty was suggested, though there was general agreement that the kind of "enriched" master's degree program, as outlined on pages 72-76, would be desirable. The emphasis, always, was on flexibility in graduate offerings, with special attention given to course work and materials applicable to freshman-sophomore level instruction.

8. *Liaison with Junior College Faculty Organizations:* Similarly, local, state, and regional junior college teacher organizations spoke of the need for assistance in coordination of their efforts.

9. *Task Forces for Particular Problems:* In a number of problem areas, faculty suggested that the American Association of Junior Colleges take the initiative to organize and generally coordinate task force groups (both

nationally and regionally) for two-day workshop meetings — mainly for the development of guideline recommendations. Mentioned most often were:

a. The problem of "equivalent experience" in a prospective teacher's background or preparation. The equivalency factors varied, of course, from discipline to discipline; but faculty believed that a representative task force of teachers and deans of instruction could make useful analysis and recommendations in this area.

b. A combined task force of graduate school faculty (from the disciplines) and junior college faculty to make recommendations concerning teacher preparation.

c. A selected group of faculty from colleges known to be making innovations in instruction, to pool their experiences and publish their findings in a special pamphlet for wide distribution to junior colleges around the country.

d. A task force to design model orientation programs for new faculty; in-service programs for continuing faculty. (This would probably require two task forces, and perhaps longer than a two-day workshop.)

The agenda could, of course, be multiplied.

10. *Center for Junior College Studies:* A central, creative strategy for attacking these, and other problems was suggested by a number of teachers and administrators. This was the creation of an autonomous Center for Junior College Studies (similar in general to the Princeton Institute for Advanced Studies), where some of the most competent persons in the junior college movement (or those involved with it) could be given time and resources to study the problems of two-year colleges and develop programs for their long-range solution. Among other mandates for such a center could be the following: (a) study of curriculum patterns; (b) assembly and analysis of new or advanced methods of subject presentation; (c) modes or patterns for faculty in-service programs; (d) development of cross-disciplinary studies at the freshman-sophomore level; (e) professional seminars on a regular basis for practicing two-year college teachers, focusing especially on pedagogical problems posed by students of less-than-average ability; (f) observation and critical analysis of practice teaching (with cooperation from near-

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by junior colleges and universities); (g) compilation and organizing for effective retrieval of past and current research relating to teaching practices, innovations, experiments; (h) studies of professional standards and recommendations relating to these; (i) acting as a conference center on an as-needed basis for two-year college administrators and/or faculty needing the resources of such a center.

Many other possibilities suggest themselves. But the idea of such a center is to be a point of creative infection for junior colleges across the country. One faculty member, a department head, stated, "We need a place where the best minds (faculty or administration) can come together, without distractions or pressures, to do some real thinking and planning for the future of this (junior college) movement . . . We need what could be called a 'Think Tank.' "

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COMMENT: The junior college movement has a core of senior statesmen, some of whom could be said to be the "fathers" of the modern junior college. There is a cadre — unhappily too small — of extremely able and even brilliant people who are presidents and deans of individual institutions, public and private, around the country. There are a number — again, too few — of faculty who, as they mature in the field, are able to think about the junior college in broader and deeper perspective than their own classroom, institution, or discipline. (It is probably natural, though perhaps unfortunate, that such teachers almost invariably become administrators, thus draining the best people from the classroom.)

But it is not an exaggeration to say that the "good ones" are literally too busy to do much strategic and even philosophical thinking about the junior college — and especially about the kind and direction of its future development. One college president, speaking for many, said wistfully, "A significant part of my job should be, frankly, to put my feet up and stare out the window and think about this college; and other colleges like this one. I need to think about where we're going, and why. I need to deepen and develop my own philosophy of this kind of education,

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because obviously such a philosophy is one day going to be translated into active terms at this college, if not at others, too. But I don't have the time — or the place — to do this. I would guess that every president I know would say substantially this same thing."

Here, again, the situation described by this president is probably endemic in higher education. But it has serious implications for the future development of the junior college. Is the movement to be simply a kind of reflexive response to immediate needs? What are the implications of its explosive development? What should be the nature of its future service to the community; to its future students? What direction is the development taking? Who is doing the long-range, broadly inclusive thinking, planning for whole congeries of junior colleges that are springing into being? (Some of this, to be sure, is being done in state offices; in a few university centers; by some regional groups.) But an educational system that will comprise within less than a decade more than a thousand colleges, serving at least half — if not more than half — of *all* students in higher education, would be well served by the kind of center or institute suggested in this recommendation.

A Brief Agenda of Basic Questions

There are a number of fundamental questions posed, either directly or by implication, in a report of this kind. Some of these are general, open-ended, and not really susceptible to "answers," in any explicit sense. Others are more specific, and operational answers either are being found, or can be found. The questions, in no special order of priority, are listed here mainly as sample bases for the kind of discussion that junior college faculty have indicated as both necessary and desirable:

1. In what ways is teaching in the junior college (particularly in the comprehensive, publicly supported, community college) significantly different from instruction at the freshman-sophomore level in four-year colleges and

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universities? If there are such differences, how are they identified? Do they demand methods of instruction markedly different from traditional ones? Is adequate action research being undertaken in the problems of larger-group instruction (other than the use of television, for example)?

2. Is the organization of the college such that communication among groups (particularly board of trustees-administration-faculty-students) is swift, accurate, and flexible? Are there alternate (or additional) modes of internal structuring of the organization that, if adopted, would enhance communication? Have any particular patterns of organization, especially in large, multicampus colleges, shown themselves to be more efficient than others?

3. Does the college have specific administrative provisions (especially budget allocations) to provide faculty adequately with the following?

a. Sabbatical leave, or special leave where indicated

b. Grants-in-aid for advanced study or refresher work

c. Travel and subsistence allowances for attendance at selected meetings or conferences

d. Clerical and other assistance.

4. What is the nature and extent of in-service programs for faculty at the college? Are such programs planned and carried through by joint faculty-administration teams? Is budget provision made for outside consultants or instructors; for occasional released-time of faculty members coordinating these programs? Are the in-service programs adequately buttressed with supporting personnel (secretarial, visual aids where appropriate, etc.)?

5. Does the college have any program of administrative internship, especially to develop from its own ranks those who would eventually have responsible positions as department or division heads?

6. Does the guidance staff of the college have close working relationships with faculty so that, in effect, mutual and continuing education is taking place; so that each group knows the functions and needs of the other?

7. How is teaching evaluated at the college? Are both faculty and administration satisfied with current methods of evaluation? Is evaluation designed primarily for the

improvement of instruction, or is it simply a screening device for tenure and/or merit pay?

8. Does the college have the equivalent of an office of institutional research (perhaps only one person in a small college, several in larger ones), with the function, among others, of persistent inquiry and experiment with means and methods of instruction?

9. Does the college have adequate, clearly organized means of communications with the senior institutions to which its students transfer?

10. Since nearly two-thirds of all junior college students do not transfer, has the college a program of follow-up studies to provide knowledge of what, in fact, its students do — and how they do — after college? (Such knowledge is indispensable: perhaps the single most pragmatic way of judging and measuring the effectiveness of current programs.)

CONCLUDING NOTE

Such was the nature of this project, that its findings and interpretations had to be essentially the work of one person. However, during the nearly fourteen months of interviews, of consultation, and of drafting this report, guidance and counsel were sought from many knowledgeable persons in the field. They are too numerous to list, but their always generous help is gratefully noted. The Project Advisory Committee members were at all times during the year in touch with the progress of the study. They worked carefully with the draft of this report, and their many helpful suggestions and criticisms are embodied in its final form.

In no sense is this report intended or thought to be a definitive statement. It is, rather, the record of an exploration. Its hoped-for use is that it will contribute to a necessary continuing dialogue about the professional issues and problems identified by junior college faculty, and that it

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might serve as a general guideline to action toward the solution of the problems.

STATEMENT OF MRS. LEONARD L. MANCUSO, PRESIDENT, NATIONAL SCHOOL BOARDS ASSOCIATION, AND MEMBER, GLASSBORO (N.J.) SCHOOL BOARD

Mrs. MANCUSO. Mr. Chairman and members of the subcommittee, I am Mrs. Leonard L. Mancuso, president of the National School Boards Association and a member of the Glassboro, N.J., School Board. I am accompanied by our association's director of federal and congressional relations, Mr. Paul N. Carlin.

The National School Boards Association is a non-profit federation of the State school board associations of the 50 States, the District of Columbia, and the Virgin Islands. Our association, through its member State school boards, represents more than 86,000 elected and appointed local school board members. These citizen leaders serve voluntarily on the governing boards of their local school districts without compensation. In many communities, this amounts to a part-time assignment with virtually full-time responsibility.

The National School Boards Association is the only national organization representing local school boards and its primary objective is the strengthening of public education through active citizen participation in the policymaking process of educating our children.

I appreciate this opportunity to appear before your subcommittee, on behalf of the National School Boards Association, to present our views during this hearing on Title V of the Higher Education Amendments of 1967, S. 1126; part E of title I of S. 1125; and those provisions in H.R. 10943 which are concerned with both the Teachers Corps and the Education Professions Development Act.

TEACHERS CORPS

During the National School Boards Association's recent annual conference in Portland, Oreg. on April 22–25, 1967, the Delegate Assembly adopted the following resolution pertaining to the Teachers Corps:

> The National Teacher Corps is one experimental method for helping to alleviate the great shortage of competent personnel for teaching educational deprived children. As such the National School Boards Association recommends that the program be continued on a pilot basis. NSBA further recommends that the National Teacher Corps Act be amended to provide:
>
> a. Allocation of funds through State departments of education, and State approval of Corps members and their training.
>
> b. Authority for contracts with local school districts and universities for a two-year period of service.
>
> c. Compensation for teacher-interns at the prevailing rate for graduate students.
>
> d. Initiative for project proposals resting with the local school districts and cooperating institutions of higher education, with approval of the State department of education.

The National School Boards Association has carefully studied the major changes in the Teachers Corps program which were incorporated into H.R. 10943 and we recommend that this program be continued as changed by that legislation.

We were especially pleased to note that the local educational agencies, colleges, and universities would be responsible for the recruitment, selection, and enrollment of Teachers Corps members in

the future. We specifically request that the subcommittee include in its committee report a clear policy directive, to be followed in the development of this program's guidelines and regulations, that the initiative for project proposals shall rest with the local school district and the cooperating institutions of higher education, with approval by the State educational agency.

The provision that the compensation for the teacher-interns under the Teachers Corps program be at the prevailing rate for graduate students will remove an existing pay disparity between Teachers Corps members and fully qualified teachers who were already employed by the school system. The amendment to provide authority for contracts with local school districts and universities over a 2-year period of service will allow participating school districts to more effectively plan for utilizing the services of their "trained" teacher-interns during the corpsman's second year.

The National School Boards Association endorses the Teachers Corps program, as modified by the proposed amendments in H.R. 10943, as being an effective instrument for the designing of local programs which will be carried out by local school authorities to meet essentially local needs and thereby strengthen and expand the educational opportunity for children residing within depressed urban, as well as rural areas.

The National School Boards Association has continuously encouraged local school districts to establish local guides and policies for the evaluation, reporting and sharing of their experiences. We feel that this will strengthen the local initiative and the improvement of the local Teachers Corps training programs.

Since the existing Teachers Corps programs is scheduled to expire on June 30, 1967, we recommend that this program be extended, as modified in H.R. 10943, as a pilot program.

NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT

During our association's annual conference in Portland, Oreg., last April, the delegate assembly also adopted the following resolution on school board representation on national advisory committees:

> The Delegate Assembly requests that the NSBA Board of Directors and staff actively seek to obtain local school representation on all National advisory committees involving the public elementary and secondary schools.
>
> The Delegate Assembly further urges that provision be made for substantial participation and involvement by local school board members in the formulation of national guidelines and regulations which affect the local public school.

Our association was therefore pleased to note the language in the House of Representatives Report No. 373 on H.R. 10943 which stated:

> In connection with the study of the U.S. Office of Education, the Special Subcommittee on Education observed that there is a preponderance of persons from higher education on advisory councils and committees of the Office of Education. This is the case even on those committees or councils which have as their primary focus elementary and secondary education. It is of particular concern that so few advisory committee members are State or local school board members, or are actively engaged in teaching at the elementary or secondary level.
>
> The Committee does not wish to specify the composition of advisory committees. In this instance, the Committee has refrained from requiring the appointment of school board members and others representing elementary and secondary education in the expectation that balanced representation will be provided on the council.

The National School Boards Association is likewise concerned with the extremely small number of local and State school board members who are presently serving on the national advisory committees relating to education. We therefore strongly recommend that the subcommittee include in its committee report strong language expressing its intention that lay school board members be included as members of the National Advisory Council on Education Professions Development, as well as on the review panels in the formulation of the national guidelines and regulations which will be developed to implement the education professions development program.

EDUCATION PROFESSIONS DEVELOPMENT PROGRAM

During the National School Boards Association's convention in Portland, Oreg., last April, the delegate assembly adopted the following resolution relating to teachers for educationally deprived children:

> The National School Boards Association is deeply concerned with the great problems of educationally deprived children. It urges colleges and universities and Federal, State and local eductional agencies to take all feasible steps to accomplish such objectives as providing student loans for prospective teachers of these children, making available special teacher-training programs in institutions of higher learning, and offering suitable inducements to attract prospective teachers of educationally deprived children.

In H.R. 10943, this proposed new statute would, in addition to revising and extending title V of the Higher Education Act of 1965 and a program of graduate fellowships for elementary and secondary schoolteachers, would establish the National Advisory Council on Education Professions Development and four new programs which would begin in fiscal year 1969. These four programs will provide:

1. Grants and contracts for the purpose of attracting qualified persons to the field of education;
2. Grants to local educational agencies experiencing critical shortages of teachers and to carry out programs to attract and qualify teachers and teachers aides;
3. Grants and contracts to provide advance training and retraining (preservice and inservice training) for personnel serving in programs of elementary and secondary education; and
4. Fellowships, traineeships, institutes, and preservice and inservice training for personnel serving as teachers, administrators, or educational specialists in colleges and universities.

While these amendments consolidate and broaden the programs for the training and improvement of teachers and other educational personnel so as to provide the staffing for our local schools so that all children can obtain the best educational opportunities, a relatively minor amendment to this program will further broaden its objectives.

We propose that the following amendment be offered to H.R. 10943: that the words "and college students who have not prepared for teaching" be inserted in section 4 of this bill in two places, section 551, page 16, line 18, after the word "engaged"; and section 553, page 19, line 3, after the word "engaged."

The intent of this proposed amendment is to make it clear that proposed subpart 2, "Attracting and qualifying teachers to meet critical teacher shortages," will authorize support for programs, often conducted jointly by school boards and universities, which seek to attract

into teaching young people graduating from college who have not prepared for teaching while in college. The graduate fellowships authorized by section 522 are a companion to the programs here envisaged, but do not eliminate the need for the proposed amendment. Section 522 fellowships are administered by universities, and contemplate more advanced graduate instruction than the section 553 programs. Similarly, the Teachers Corps is a companion to the section 553 programs, but does not eliminate the need for them.

A number of school systems which have critical teacher recruitment problems have been successfully conducting programs of substantial size along the lines here contemplated. Some of these programs lead to the master of arts in teaching degree; some do not. In either case, the programs also attract into teaching young men and women who otherwise would be likely to enter a different occupation, and thus carry out the intent of subpart 2.

Unless the proposed amendment is made, the restrictive language "persons in the community who have been otherwise engaged" would seem to preclude subpart 2 from supporting the programs here contemplated, at least to the extent that the participating young people do not reside within the school district sponsoring the program.

I appreciate this opportunity to present to your subcommittee these views on behalf of the National School Boards Association.

Thank you.

Recommendations to the U.S. Senate on Priority Federal Education Legislation

(The following priority recommendations were developed for immediate consideration by the U.S. Senate during the National School Boards Association's Legislative Committee Meeting in Washington, D.C. on June 19, 1967, pursuant to the intent of the attached resolutions)

The Legislative Committee of the National School Boards Association recommends that priority consideration be given to the following educational recommendations which are presently pending before the United States Senate:

1. Elementary and Secondary Education Amendments of 1967 (S. 1125 and H.R. 7819)

We recommend that this legislation be passed at the earliest possible date to include the following three amendments which were adopted by the U.S. House of Representatives on May 25, 1967, as incorporated in H.R. 7819:

a. *Title III of ESEA.*—Provides that authority to select and approve local projects under title III of ESEA be transferred to the State educational agencies.

b. *Title V of ESEA.*—Provides that the States be provided with statutory authority to share their Federal planning and evaluation funds with local school districts so that comprehensive long-range local planning programs can be implemented and even expanded.

c. *Administration of Guidelines and Regulations.*—Provides that guidelines and regulations contain specific references to the statutory law upon which they are based and that they should be uniformly applied and enforced throughout the Nation.

2. Labor, HEW, and Related Agencies Appropriations Bill for Fiscal Year 1968 (H.R. 10196)

a. One of the most crucial problems facing local school boards is the incompatibility of the Federal fiscal year and the school year as it affects the planning and financing of school programs.

We recommend that under Title I of ESEA the U.S. Commissioner of Education be specifically authorized to make, as early as March 31 of each year, an advance committment of the total amount of operational grant funds which

eligible school districts shall receive; provided, that no actual payment of these funds shall be made until *after* July 1st.

b. While the amendments to the ESEA program last November authorized $2.4 billion for the nation's elementary and secondary schools, the administration's request for fiscal year 1968 for Title I of ESEA was only one-half this authorized amount. At the level requested by the administration, there will have been no significant increase in Title I funds for three consecutive years. We believe that school districts are, in general, using ESEA Title I funds wisely and can effectively employ a reasonable increase in 1968. Moreover, formula and coverage changes approved by the U.S. House of Representatives will require large cut-backs in many excellent Title I programs at the local level, if the 1968 appropriations are not substantially larger than during the current fiscal year.

We recommend that the Senate Appropriations Committee fix the fiscal year 1968 appropriation for Title I of ESEA at $1.7 billion and that in the future, Title I of ESEA be fully funded.

We further recommend that the increase in 1968 funding over the 1967 level of funding, whatever it may eventually become, be allocated broadly, so that no school districts will receive a reduction in funds and to the extent feasible, that the school districts of greatest need throughout the Nation shall share in this increase.

c. The National School Boards Association recommends that there be a clear delineation of the channels of communications, the decision-making authority and the appeals procedure as they pertain to relationships between and among the U.S. Office of Education, its regional offices, the state departments of education and local boards of education. We are therefore seriously concerned with the provision in the U.S. Office of Education's "Salaries and Expenses" budget request for their Office of Field Services, which would increase this category from an actual expenditure of $1,981,000 in fiscal year 1966 to $8,014,000 for fiscal year 1968. This monetary acceleration will increase the U.S. Office of Education's permanent field staff from 147 positions in fiscal year 1966 to 634 positions in fiscal year 1968.

THE NATIONAL SCHOOL BOARDS ASSOCIATION
Information SERVICE BULLETIN

Vol. V, No. 3 May, 1967

RESOLUTIONS
adopted by the
NSBA DELEGATE ASSEMBLY
Portland, Oregon
April 22-25, 1967

1. FEDERAL AID FOR PUBLIC SCHOOL CONSTRUCTION

The National School Boards Association believes that the primary responsibility for the construction of public school facilities lies with the states and local school districts; however, since local school construction needs in many parts of the country exceed available financial resources, the Association recommends that federal funds be extended to aid in the cooperative financing of such construction, remodeling or renovation. Such funds should be allocated to each state in amounts determined by a formula based on the relative needs for these facilities and upon criteria defining the degree of local district effort necessary to qualify for these funds. Consistent with state law, title to the facilities should be held by the local public school districts.

2. JUDICIAL DETERMINATION OF FEDERAL AID TO PRIVATE SCHOOLS

The National School Boards Association has serious concern about the uncertainties of utilizing public funds for non-public school purposes. NSBA therefore strongly urges Congress to establish the means whereby the constitutional question of utilizing public funds for non-public educational programs can be resolved.

3. FEDERALLY-AFFECTED AREAS LEGISLATION

The National School Boards Association recommends that the PL 815 and 874 programs be continued on a permanent basis and that the current appropriation limitation be removed from PL 874 so that the applications from the newly eligible school districts can be funded. The Association further recommends that the eligibility requirements of these two programs be expanded to include children of families residing within federally-aided tax-exempt housing projects.

4. TEACHERS FOR EDUCATIONALLY DEPRIVED CHILDREN

The National School Boards Association is deeply concerned with the great problems of educationally deprived children. It urges colleges and universities and federal, state and local educational agencies to take all feasible steps to accomplish such objectives as providing student loans for prospective teachers of these children, making available special teacher-training programs in institutions of higher learning, and offering suitable inducements to attract prospective teachers of educationally deprived children.

5. NATIONAL TEACHER CORPS

The National Teacher Corps is one experimental method for helping to alleviate the great shortage of competent personnel for teaching educationally deprived children. As such the Na-

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tional School Boards Association recommends that the program be continued on a pilot basis. NSBA further recommends that the National Teacher Corps Act be amended to provide:

a. Allocation of funds through state departments of education, and state approval of Corps members and their training.

b. Authority for contracts with local school districts and universities for a two-year period of service.

c. Compensation for teacher-interns at the prevailing rate for graduate students.

d. Initiative for project proposals resting with the local school districts and cooperating institutions of higher education, with approval of the state department of education.

6. GREATER STATE DISCRETION IN USE OF TITLE V FUNDS

Each state department of education should be permitted more discretion in using Title V funds for such purposes as studying and evaluating programs initiated by the department, conducting pilot programs in cooperation with local school districts, and strengthening local school board operations.

7. TIMING OF FEDERAL PAYMENTS TO LOCAL SCHOOL DISTRICTS

One of the most crucial problems resulting from the increased participation of the federal government in the financing of education is the incompatibility of the federal fiscal year and the school year as it affects planning and financing of school programs. The problem results primarily from the fact that federal funds become available beyond the time when planning for their use can be effective.

The National School Boards Association proposes that Congress study this problem and adopt a method which would provide local school districts with the information on available funds at a time when they can use it most effectively.

8. U. S. OFFICE OF EDUCATION -- REGIONAL OFFICES

The National School Boards Association recommends that there be a clear delineation of the channels of communication, the decision-making authority and the appeals procedure as they pertain to relationships between and among the U. S. Office of Education, its regional offices, the state departments of education and local boards of education.

NSBA further recommends that, wherever possible, educational functions and authority be vested in state departments of education.

9. DISTRIBUTION OF STATE FUNDS TO LOCAL SCHOOL DISTRICTS

As state and federal funds for educational purposes increase, it is imperative that all financial aid formulae incorporate the principles of fair distribution which will meet the relative educational needs of individual school districts.

State legislatures and state departments of education should be encouraged to review their formulae for distributing financial aid to local school districts.

10. MAINTENANCE OF EFFORT

Federal funds intended to encourage innovative programs should not be denied to local and state educational agencies for the improvement and continuation of such programs which may have been developed prior to the enactment of such legislation.

11. DEMONSTRATION CITIES ACT OF 1966

The National School Boards Association encourages regulations in the Demonstration Cities Act of 1966 which would provide methods by which the environment and education of children can be

substantially improved and the means to include local school boards as active participants in the planning and implementation of such programs.

12. REIMBURSEMENT FOR LOCAL PLANNING COSTS

The National School Boards Association recommends the inclusion within all federal legislation and administrative regulations of provisions to insure that the planning costs incurred by local school districts be included as a reimbursable cost in the administration of such programs.

13. EXTENSION OF THE YEARS OF EDUCATION

A. The National School Boards Association recommends that local school districts conduct pilot programs of early childhood education, with provisions for evaluation, follow-up and appropriate involvement of other community agencies, and, further, that local school districts experiment with various organizational patterns of education in an effort to embrace all organized public efforts in education within a cohesive whole.

B. NSBA further urges state departments of education to study and consider the best ways to organize, administer and finance a system of public schools extending two years below the traditional first grade and two years beyond the traditional twelfth grade, as appropriate to their individual states.

C. The National School Boards Association recommends the transfer of Head Start programs from the Office of Economic Opportunity to the Office of Education, to alleviate fragmentation of the total educational effort.

14. NEGOTIATIONS LEGISLATION

The nature of teacher-administrator-board relationships continues to be an issue of serious and growing proportions. The Delegate Assembly requests the NSBA Executive Office to collect and disseminate information on this subject to the state school boards associations. It recommends that the state associations address the many facets of this complex subject with earnest attention, to the end that they may develop principles and criteria useful in preparing or evaluating negotiations legislation with a view to retaining the authority and responsibilities of school boards.

15. RECIPROCITY OF TEACHER CERTIFICATION AMONG STATES

The Delegate Assembly requests the National School Boards Association to take leadership in urging the chief state school officers to study the feasibility of reciprocity of teacher certification and its merits and disadvantages to individual states.

16. GUIDELINES AND REGULATIONS

The National School Boards Association believes that policies and guideline statements for school desegregation should be in keeping with the intent and provisions of the Civil Rights Act of 1964 and should be uniformly applicable throughout the nation.

17. FEDERAL AID TO EDUCATION

The National School Boards Association reaffirms its support of the principle that federal funds for public educational purposes should include funds in the form of general aid, administered without federal control, through the United States Office of Education and the appropriate state agency in accordance with state policy.

The National School Boards Association supports the passage of legislation to the extent that it embodies these principles.

NSBA recommends that the Congress provide for a study of existing and proposed legislation so that the will of Congress can be reached in an orderly manner and without creating added difficulties for local school districts.

It further recommends that legislation adopted as a result of such study be designed so as to encourage and allow long-range local planning, as well as provide for an orderly implementation of any modifications.

The full resources of the National School Boards Association are offered to cooperate in this study.

18. APPRECIATION

The success of a meeting of the magnitude of the 1967 Convention of the National School Boards Association is dependent upon a great many persons who contribute materials, services, time and talents. To express the Association's gratitude for these efforts, it is requested that letters of appreciation and thanks be sent to program participants, planning and hospitality committee members, exhibitors and others who contributed to this success. The Delegate Assembly expresses its commendation and appreciation to the NSBA staff for their extraordinary efforts in preparing for and carrying out the 1967 convention program. The NSBA President is asked, further, to express the special gratitude of the Delegate Assembly to the Portland School Board and to the Oregon School Boards Association for the warm hospitality extended and for their many services to assure a successful convention.

19. SCHOOL BOARD REPRESENTATION ON NATIONAL ADVISORY COMMITTEES

The Delegate Assembly requests that the NSBA Board of Directors and staff actively seek to obtain local school board representation on all national advisory committees involving the public elementary and secondary schools.

The Delegate Assembly further urges that provision be made for substantial participation and involvement by local school board members in the formulation of national guidelines and regulations which affect the local public schools.

STATEMENT BY EILEEN D. COOKE, ASSISTANT DIRECTOR, WASHINGTON OFFICE, AMERICAN LIBRARY ASSOCIATION

EDUCATION PROFESSIONS DEVELOPMENT ACT, TITLE V OF S. 1126

Miss COOKE. My name is Eileen Cooke. I am assistant director of the Washington office of the American Library Association, a nonprofit, professional organization of more than 35,000 librarians and laymen who are dedicated to the development, extension, and improvement of library service as an essential element in the educational, business, scientific, and cultural resources of the Nation.

Mr. Chairman, it is an honor and a pleasure to have the opportunity to appear before this committee in support of the legislation to amend and extend title V of the Higher Education Act—the Education Professions Development Act.

Because of the increasing complexity of daily living and our expanding technology, more importance is attached to the role of education and specialized skills than ever before. It is essential, therefore, that all our people have every possible resource available—human and material—to draw upon in order to inform themselves to the limit of their capacities and to lead productive lives. With this in mind, the American Library Association endorses the provisions in the Education Professions Development Act, which aim to coordinate, broaden, and strengthen programs for the training and improvement of teachers and other educational personnel so as to improve the quality of teaching and to help meet the critical shortages of adequately trained educational personnel.

The provisions in the proposed title V amendments to the Higher Education Act are essential if our schools, colleges, and universities are to meet the demands not only of overwhelming enrollments but of student needs to achieve educational excellence.

In the manpower report submitted to Congress in 1967, attention is called to the "paradox of prosperity," to the fact that expansion of our economy will not, by itself eliminate all unemployment. The President emphasized the need for moving in new directions to meet this perennial problem. He said, "We must bridge the gap between education and work."

Considering this, we recognize that the teaching profession must function as the central arch in our national effort to span this gap. The Education Professions Development Act, being considered by this committee, could well provide the supporting pillars to undergird this desperately needed bridge by helping to meet the acute educational manpower needs.

According to the manpower report:

> The demand for teachers rose by roughly 10 percent between 1965 and 1966, because of the new school improvement programs made possible by the Elementary and Secondary Education Act and a growth in enrollments slightly larger than anticipated. At the same time, there was apparently a decline in the proportion of new graduates of teacher training courses who actually went into teaching (presumably because of the availability of other attractive positions).

This same critical situation exists in the field of librarianship, a profession closely allied to teaching. So pressing is the problem that the American Library Association is devoting a day and a half of its conference in San Francisco next week to the crisis in library man-

power. This is "* * * an effort to reach a degree of common understanding of the problems involved in the manpower shortage and a measure of consensus about steps to take to resolve the problems," according to ALA President Mary Gaver.

The members of the American Library Association are pleased and appreciative of Congress recognition of the need for well-trained, highly qualified librarians in authorizing grants to institutions of higher education to assist them in training persons in librarianship under title II–B of the Higher Education Act. When this program is adequately funded, it can do much to alleviate a critical situation. However, there are still abysmal shortages of librarians to staff all types of libraries, and the most urgent need at present is in the school libraries serving the children and young people of the Nation. While this condition exists, all possible assistance, such as provided in title V–C, is needed to attract and train more qualified persons to serve as school librarians and library aides.

During the 1966–67 school year, the prospective teacher fellowship program (title V–C of the Higher Education Act) provided 70 fellowships for courses in the field of library science out of the 1,530 allocated. And, under the experienced teacher fellowship programs, 40 of the 937 allocated were in the field of library science.

However, in 1967–68, none of the 1,500 experienced teacher fellowships were awarded for library training, and only two library schools were allocated training funds under the prospective teacher fellowship program.

Even though commendable progress is being made in increasing the number of qualified school librarians, there still remains an acute shortage of personnel. The acceleration of the expenditure of large amounts of money including such Federal programs as the Elementary and Secondary Education Act for school library resources and other printed and published materials has created an enormous demand for many more school librarians than are available. Librarians are essential to insure wise expenditure of funds for books and other materials and to plan programs making these materials both accessible and useful to the children and young people who need them.

Not more than 25 percent of the school libraries are staffed with trained librarians, and of those librarians many need additional institute-type training to meet the demands placed on today's school libraries. Lack of adequately trained professional school librarians is the most serious handicap in providing effective school libraries that support every facet of the elementary and secondary programs of instruction.

For example, a study by Harry T. Gumaear, director of college curriculums for teacher education, New Jersey State Department of Education, considered the school librarian shortage in New Jersey, including the needs of public and private schools, elementary and secondary schools, and predictive data about enrollment. Mr. Gumaear found that New Jersey alone requires more than 250 additional school librarians for each of the next 10 years if the students in New Jersey schools are to have adequate library service.

If the total needs of the 50 States are considered, it is obvious that there is a manpower crisis in school librarianship, as well as in the teaching profession as a whole.

In the legislation now being considered by the committee (title V of S. 1126), the potential for the general improvement of education is great. Section 502(a) proposes the establishment of a National Advisory Council on Education Professions Development. It is to be hoped that balanced representation will be provided on such a council, including representation from school librarianship or library education. Such representation is important because school librarians deal with instructional materials affecting teaching and learning at all levels and because the use of educational media affects the quality of teaching.

Part D authorizes grants or contracts for carrying out programs or projects to improve the qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary schools. It is our understanding that the term "educational media specialists," as used in this part, covers the whole range of media, and includes school librarians as well as audiovisual specialists. School librarians today are concerned with the acquisition and dissemination of all educational media.

In addition to the great need for training and retraining at the professional level, there is also need for the type of training which would be provided in part D, section 531(3) of the bill now being considered in the House (H.R. 10943). This would provide "programs or projects to train teacher aides and other nonprofessional educational personnel."

Teacher aides have provided valuable assistance to school libraries in helping the trained librarian. For example, a recent report from North Carolina indicates that in almost every school where teacher aides have been used, such aides have been assigned to assist in the school library program because of the need for improved library service in reinforcing the education programs.

Part E, section 541(a) authorizes the Commissioner to make grants or contracts with institutions of higher education to assist them in training persons who are serving or preparing to serve as teachers, administrators or educational specialists in institutions of higher education. In this connection, we assume, likewise, that the term "educational specialist" includes not only audiovisual specialists but librarians who serve in junior or community colleges, senior colleges, or universities.

It is our belief that the Teacher Corps has great potential for strengthening and expanding educational opportunity for children in depressed urban and rural areas. We urge, therefore, that this program be continued and improved, and adequate appropriations provided.

In view of the critical shortages in all areas of teaching, we strongly recommend prompt enactment of the proposed amendments to title V of the Higher Education Act.

On behalf of the American Library Association, I wish to express our gratitude for your courtesy, Mr. Chairman and members of the committee, in permitting us to express our views on this important measure.

STATEMENT OF MAMIE J. JONES, DIRECTOR, DIVISION FOR EXCEPTIONAL CHILDREN, GEORGIA DEPARTMENT OF EDUCATION

Miss JONES. Mr. Chairman and members of the committee, I appreciate the opportunity of appearing before you today to present the cause of the Nation's handicapped children. My remarks, of course, will be related to the specific needs of Georgia's handicapped children.

There are nearly 160,000 handicapped children in Georgia between the ages of 3 and 21 who should be in special education programs in the 1967–68 school year. There are now State funds for only 30,000 or 19 percent of these children. With all efforts and financial resources directed at the provision of classroom opportunities, equally necessary requirements such as psychoeducational reevaluations, special transportation, new learning materials and equipment, and teacher aides are not presently possible to obtain. It is apparent, then, that the educational programs and ancillary services for these 30,000 handicapped children fall short of the basic essentials for meeting their educational needs and in no way approach providing for the other 130,000 children. It is shocking when we think that these handicapped children in Georgia will receive no special education services, and some no education at all, unless their parents can afford to send them to one of the very few, very costly private schools.

Yet, Georgia as well as the Nation is committed to meeting the educational needs of the handicapped. In its effort to meet this commitment, Georgia's special education program has shown remarkable growth. Services were initiated in 1951 with the employment of a State coordinator and 21 special education teachers in three areas of exceptionality, serving 745 children. The program has grown to include seven State department staff personnel and 975 classes in eight areas of exceptionality, serving nearly 26,000 handicapped children during the 1966–67 school year. A chart is attached which gives specific information on the growth to date.

Georgia has no State-supported nursery or kindergarten programs; only those school systems with sufficient local support can offer preschool programs. Yet, it is recognized that the early identification of the handicapped, with the provision of appropriate and meaningful educational experiences, may make the difference between a productive, responsible adult and a tax-supported ward of the Nation or State. This may be the difference between a secure, self-sufficient human being and one with little or no appreciation of himself as an individual. There are now in Georgia many handicapped adults who cannot realize their full potential because an appropriate educational program was not provided during their youth. The cost of rehabilitation far exceeds the price for habilitation.

Georgia will have 1,125 classes for handicapped children in 1967, with the possibility of serving 34,000 children and costing the State approximately $8,379,500. If all the handicapped children between the ages of 6 and 17 only were to receive special education, the amount of State reimbursement to local school systems would be $70,013,074. Please note that this cost is almost one-half of the amount authorized for the Nation for fiscal 1968 in title VI of ESEA. In this estimate, Georgia's children of ages 3 to 6 and 17 to 21 have not even been included.

In Georgia, few of the local school systems offer ancillary services such as special transportation, psychological reevaluations, and specialized equipment. In many systems the real effectiveness of what the program offers is lost because of the lack of local funds to supplement basic State allotments. In some instances there is no available transportation; in others there are not special classes for particular types of handicaps; still in others an educable mentally retarded child may have to drop out of school because there is no secondary education program. At the present time, State funds are not available to expand the program or to provide the many services needed. If the $150 million were appropriated, Georgia would have no difficulty in utilizing its share economically and efficiently.

Some of the ways additional funds would be used to initiate and improve services include:

1. Addition of 150 classes in all areas of exceptionality to serve an an increase of 4,000 children	$1,094,100
2. Increase of psychological evaluation services to all areas of the handicapped, as Georgia now provides testing for the mentally retarded only, and for reevaluations when indicated; services for an additional 9,175 children	183,500
3. Provision of additional teaching materials, equipment, and textbooks to meet the educational needs of 34,000 individual handi-handicapped children	570,000
4. Provision of special transportation for 1,600 handicapped children	158,000
5. Establishment of three regional diagnostic centers for in-depth educational evaluations of approximately 400 handicapped children	1,381,000
6. Establishment of three regional materials centers for storage, reproduction, and distribution of special education materials which would have the potential of serving every handicapped child in the program	523,500
Total	3,910,100

Attachment 2 includes a more detailed breakdown.

The time has come when this Nation can no longer afford the kind of neglect of which it is guilty when we do not recognize the dignity of all people and respect the unquestionable rights of all children, especially the handicapped, to a quality education. Defense demands are great at this time, but the demand for these children has existed for a long time—since the first handicapped child was born. The overall technological development and growing complexity of our society has increased the problems that confront these children. Assimilation of these youngsters into society is more difficult today than it has ever been. Although we are doing a better job now than has been done in the past, the consequences of not solving the problem are more serious and devastating today.

The fate of handicapped children depends on both an adequate and an appropriate educational program. No matter how costly, it is money invested in the future of our country. The conscience of society today must not only protect the rights of the handicapped, but must provide them with the educational "know-how" and equipment so that they may become contributing citizens. Gentlemen, to a great extent their fate is in your hands. Our Nation has not faced its responsibilities and commitments. The time has come when we must allocate adequate funds to assist handicapped children to take their full place in the arena of community and family life.

GEORGIA STATE DEPARTMENT OF EDUCATION, OFFICE OF INSTRUCTIONAL SERVICES, DIVISION FOR EXCEPTIONAL CHILDREN

Growth of educational program for handicapped children, 1951–67

School year	Teachers	Children served	School year	Teachers	Children served
1951–52	21	745	1959–60	376	11,514
1952–53	36	1,737	1960–61	424	11,312
1953–54	54	2,160	1961–62	482	11,200
1954–55	88	3,396	1962–63	495	12,028
1955–56	94	3,160	1963–64	569	15,941
1956–57	126	3,520	1964–65	650	19,760
1957–58	183	6,169	1965–66	811	23,007
1958–59	260	9,598	1966–67	975	[1] 26,000

[1] Estimated, as final reports of all school systems have not yet been received.

Expanded program for handicapped children—proposed budget 1967–68

Service	Cost
1. Additional classes (150 to serve 4,000 children:	
(*a*) Teacher salaries	$966,600
(*b*) Maintenance, operation, and sick leave	127,500
Subtotal	1,094,100
2. Psychological services:	
(*a*) Evaluation of 4,000 children for placement in classes funded by title VI	80,000
(*b*) Evaluation of 1,175 we are unable to test for placement in state-supported classes due to lack of state and local funds	23,500
(*c*) Revaluation of 4,000 children presently enrolled	80,000
Subtotal	183,500
3. Materials and equipment:	
(*a*) 26,000 children in present State-supported classes	434,000
(*b*) 4,000 additional children entering State-supported classes	68,000
(*c*) 4,000 children in classes to be established under title VI	68,000
Subtotal	158,000
4. Transportation for 1,600 children	158,000
5. Diagnostic teaching centers for 1,200 children:	
(*a*) Salaries	539,940
(*b*) Equipment and materials	216,830
(*c*) Ancillary services, buses, travel for staff, construction, and communications	624,230
Subtotal	1,381,000
6. Materials centers serving 34,000 children:	
(*a*) Salaries	205,500
(*b*) Equipment, construction and communications	159,000
Subtotal	523,500
Total	3,910,100

STATEMENT OF ALPHA BROWN, CHIEF CONSULTANT, PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH, ALABAMA STATE DEPARTMENT OF EDUCATION

Mr. BROWN. Mr. Chairman and members of the committee, I am Alpha Brown, chief consultant, program for exceptional children and youth in the Alabama State Department of Education. I certainly appreciate your interest in this program and the opportunity to present our needs to you.

We are one of the newer programs as we are just beginning our 12th year. We provide services in a limited way to the mentally retarded, deaf, hard-of-hearing, visually handicapped, crippled, emotionally disturbed, socially maladjusted, and speech impaired. We strive to provide the specialized educational program which is needed to aid pupils to become self-respecting, self-supporting as possible, socially responsible and informed adult citizens despite handicapping conditions.

The State superintendent of education, the State board of education, and the State committee on the education of exceptional children are very interested in this program and are giving time and energy in helping to promote, plan, and develop a good program of special education in our State. Many organizations and groups have worked cooperatively toward this goal. A variety of problems and needs have been encountered.

The school census of Alabama shows 901,000 pupils between the ages of 6 to 20. If we expand this to include pupils from 3 to 21 which is the age range included in our services to the handicapped, Alabama has 925,000 in this range. Using the usually accepted 10 percent for children with handicapping conditions, this gives Alabama 92,500 handicapped pupils who cannot profit from the regular program. Alabama is providing services for approximately 11,000 pupils, so you can see all services need to be significantly increased.

Our major needs will be discussed under these headings: State personnel, local personnel, identification, evaluation and diagnosis, in-service training, demonstration classes and curriculum development, additional classes and services, additional traineeships, more equipment and materials of instruction, additional transportation, appropriate housing, summer programs, parent education, printing.

PERSONNEL

State personnel

More staff is needed at the State level. With 600 classes, two consultants and 3 psychologists cannot adequately meet the needs of the program. The addition of four full-time consultants at the State level who would be stationed on a regional geographical basis, in the State to work with local boards of education in all aspects of programs for handicapped children and youth would improve this situation.

Local personnel

Only two school systems in Alabama have supervisors of special education. Many more are needed. At least 10 more supervisors should be added as soon as possible in order to help teachers with their daily problems and to develop a strong special education program in their system.

Secretarial help, supplies, equipment, and travel for supervisors will be needed.

Estimated cost, $166,000.

INSERVICE TRAINING

To meet the needs of these children and youth now and in the future adequately trained personnel are needed. This personnel should include superintendents, principals, regular teachers, nurses, psychologists, teacher aides, guidance personnel, rehabilitation counselor, social workers, and other ancillary personnel. The inservice training for this group would include developing a general understanding of the program, such as goals, characteristics of the pupils, curriculum, and methods.

For the special class teachers, special class supervisors and therapists, eight regional inservice programs would be set up.

These meetings would be staffed by State department staff, college personnel and one out-of-State consultant for each meeting. The programing would include dissemination of information regarding the best teaching techniques for the particular area being studied, the best materials, and equipment available. Teachers would be reimbursed $15 per day. Each local system would receive $10 per day to pay a substitute for each class, when the teacher was attending the inservice meeting. Each region would have one inservice meeting a semester.

State level personnel's inservice would be from consultative services of national leaders and by attending appropriate regional and national conferences

Estimated cost $60,000.

IDENTIFICATION, EVALUATION, AND DIAGNOSIS

All pupils must be evaluated and diagnosed before being placed in a special class. Special classes must not be permitted to become places where children who do not fit in the regular classroom are stationed. Exceptional children should be placed in a program designed and equipped to cope with a specific type of disability. The placement of a pupil in a program not planned for one in his condition might be harmful to him and also prevent all other pupils from progressing as they should. Therefore, attention must be called to the vital need for proper identification, diagnosis, and evaluation.

In our opinion the team approach is best. Each team would require a doctor to give a complete physical including vision and hearing, a psychologist, to determine the intellecutual ability, the social maturity, and the emotional stability of the child. An educational diagnostician, to serve as a liaison person between the public school and the diagnostic center. This person would have educational and psychological training, would assist the teachers, principals, and in some cases the parents, in the identification and screening process of children with exceptionalities, make referrals to the clinic, interpret the reports, and plan with the teachers an appropriate curriculum for individual students. In addition to the three persons named above the services of a child psychiatrist, a social worker, a school health nurse, school counselor, and others are often needed.

Four such teams would be needed. They would be housed geographically. Each team should have not less than a psychologist and educational diagnostician as full-time staff and funds to purchase the other needed services.

It is hoped enough of these services will be available so that the pupils may be reevaluated every 2 or 3 years. Of course, any questionable cases would necessitate a reevaluation at once.

Estimated cost, $350,000.

ONE HUNDRED TRAINEESHIPS FOR TEACHERS

The teacher is the key person in the needs and services her pupils require. Through training, she can interpret a medical diagnosis better, she understands a psychological report, she knows the characteristics of the children with whom she is working, she knows the goals of the program, how far and fast to move each child, the expected outcome of each specific program for each special type of handicapping condition. A trained teacher will insist on having the necessary services furnished her so these pupils may have a quality program. Alabama always has far more requests for traineeships than the number possible under title III, Public Law 88–164.

Estimated cost, $50,000.

MORE CLASSES AND SERVICES

Today there are 97 requests for new classes for exceptional children and youth in the State office; despite the fact that thus far superintendents have not been invited to ask for additional classes and services for 1967–68. Considering the fact that staffing classes with trained personnel is very difficult, this request is limited to 100 new classes, services, and teacher aids.

Estimated cost, $1 million.

TRANSPORTATION

Where possible, the regular school transportation is used for handicapped pupils. Many students live away from established bus routes, usually in rural areas and are denied training and service due to lack of transportation to bring them into centers where programs are available.

Other students, the physically handicapped, require specialized equipment in the buses such as ramps, lifts, et cetera. In practically every system some additional transportation is needed. In some cases this would involve purchasing of buses. Cost of services of drivers for each bus would be included.

Estimated cost, $400,000.

Also transportation is needed for teachers and other personnel to make home visits. To do the most effective work with handicapped children and youth the teachers need to know the family and home conditions.

Estimated cost, $50,000.

EQUIPMENT AND MATERIALS OF INSTRUCTION

Suitable equipment and materials of instruction are essential to good programs. Teachers need to examine the materials and equipment to see if they meet the needs of their classes. For this reason, two mobile units with all types of equipment and materials are desired including braille, large type and equipment for deaf and hard-of-hearing pupils. These units would be driven to various school systems, and left at each place for sufficient times to give teachers an opportunity to make their selections. A specific amount could be allocated each class with guidelines for its use. One-half time of a librarian would be needed to purchase, catalog, and maintain display.

Estimated cost, $250,000.

SUMMER PROGRAMS

There is a need for summer schools. Many of the mentally retarded regress during the summer months. The pupils in other areas of exceptionalities need some planned activities for the summer. Summer school should reinforce what was taught during the school year, using a variety of techniques. Other activities could involve bringing in new pupils who will attend the school the following year. This would be an orientation period and would be valuable as these pupils would be familiar with the routine and services when school opens in the fall. Much teaching could be done through arithmetic and reading games, field trips, picnics, sewing club for older girls, shop work for boys. Recreation should be provided probably as a part of the recreation program of the community—a summer camp might be possible. Various agencies include recreation in varying degrees in their programs such as YWCA, 4–H Clubs, Scouts. Coordination would be necessary to avoid unnecessary duplication.

Estimated cost, $100,000.

DEMONSTRATION CLASSES AND CURRICULUM DEVELOPMENT

This would involve four classes of multiple handicapped children and youth. One each at primary, upper elementary, junior high, and senior high level. These would operate through a contract with the University of Alabama and under the supervision of the special education staff at the University of Alabama and be housed in the Medical Center, Birmingham. All teachers would have at least 6 years of college training with specialization in special education. This would be a 12-month program and have the very best known equipment and materials of instruction. The cost the first year will be much greater than the following years as much as the materials and equipment would serve several years. Plan would include time for the teachers in the field to visit during the school year as well as during the summer. Also superintendents, principals, and supervisors would be urged to visit.

Personnel involved:

Four teachers for 12 months,
Four teaching assistants for 12 months,
Four research assistants for 12 months;
Two secretaries for 12 months;

Travel, equipment, supplies, materials of instruction, et cetera.

Estimated cost, $148,000.

Each three people at each level would do curriculum planning for that level. All 12 people would do curriculum planning for the unit as a whole. This work would be done in conjunction with the coordinator of educational services at the medical center. This would also emphasize the importance of sequence of classes in developing a program of special education for any school system.

APPROPRIATE HOUSING

Many communities have attempted to operate special classes or provide special services in in adequate buildings or quarters not designed for school purposes. Superintendents now realize that proper housing is essential to a good special education program. As a result of this realization many school systems are planning and building new school plants and remodeling other buildings and are including in their plans facilities for the education of exceptional children. Special education needs, both present and future, should be considered before building. What is needed will depend upon the type of exceptionality to be served and upon the background of the teacher, therapist, or other personnel working with the children.

Estimated cost, $330,000.

PARENT EDUCATION

This would be done through individual counseling, group meetings, and workshop. Emphasis would be placed on helping parents accept the handicapping condition and be realistic about the child's potential.

Estimated cost, $15,000.

PRINTING OF MATERIALS

This would involve printing of reports from inservice meetings, newsletters, brochures, and other materials that would be helpful in developing a quality program in special education.

Estimated cost, $15,000.

The needs of special education increase each year as the program develops. I urge you to fund title VI, Public Law 89–10 as authorized by Congress, $150 million for 1968.

STATEMENT OF WILLIAM SIMMONS, DEPUTY SUPERINTENDENT, DETROIT PUBLIC SCHOOLS

Mr. SIMMONS. Mr. Chairman and members of the committee, I am William Simmons, deputy superintendent of schools in Detroit, Mich. I am also staff chairman of the Federal Relations Committee of the Great Cities Research Council. This organization is made up of the 16 largest school districts in the Nation.

I appreciate this opportunity to comment on Senate bill 382. Elements in this bill are of concern, not only to the school district of the city of Detroit, but to all school districts which have been or are participating in Elementary and Secondary Education Act programs or which receive Federal assistance under Public Law 815 or Public Law 874. The total bill has real worth to the entire education com-

munity. This position is a matter of record in earlier hearings. I comment briefly on the following items.

The proposal to extend and fund the Teachers Corps is of value to any school districts seeking teachers experienced in the teaching of disadvantaged youth. In viewing the availability of trained teachers, this is the area of greatest and, regretfully, the most neglect.

It is well known that all too often the children in the lower economic attendance areas are confronted by teachers who have less than the usually expected training and experience. In Detroit, reliance for the teaching service for these children is on substitutes, regular and emergency. While the combined efforts of the community are directed toward the recruitment and special inservice training of regular staff members, the results are far short of one of the Nation's greatest needs.

The Teachers Corps has had a stormy history, but not because of its basic purposes. Even though the number of teachers participating in the program has been limited, several teachers have completed their training and are more effectively at work teaching disadvantaged children. The real limitation on this program has been inadequate authorizations and appropriations. The amount authorized in section 3 of the bill once again is just a continuation of the initial seed money.

The program for the handicapped has our enthusiastic endorsement. There are large concentrations of handicapped children in the population centers of this Nation. This concentration caused the initiation of remedial programs in the large cities even prior to any State or Federal participation. These programs, even with existing State and Federal support, have long waiting lists. The legislation as proposed gives national emphasis to a national problem.

The extension of Public Law 815 has substantial support because of its basic function and the additional provision for possible disasters. The schools constructed under this program have, over a period of years, provided needed classrooms on a prudent basis that helped to remove many of the fears that had been expressed about Federal participation in local educational activities. The disaster provision should eliminate the danger of long interruptions by restoring the needed physical plant and making possible a regular school program with a minimum of delay. No school district has immunity from disaster.

This may be the appropriate place to voice concern over the lack of adequate statistical information to evaluate the possible effect on participating school districts of the group rate change going into effect for Public Law 874 on July 1, 1967. Large city school districts, with few exceptions, are now participating in Public Law 874, many for the first time; hence, the effect of such a change without complete information raises serious question. If possible, the effective date for the change should be postponed until adequate available information is provided by the Office of Education.

The authorization legislation that has been passed on by this committee has established a framework within which there is a potential that would make an important impact on the most neglected areas of American education. The lack of appropriations to fully carry out these authorizations has seriously limited the realizations of the gains anticipated at the time the authorizations were made. Those school districts which have the largest number of children that the legislation intended to benefit have demonstrated their ability to utilize fully

the funds provided, and, indeed, they are equipped and ready to go beyond the authorizations in meeting the unique needs which are clearly recognized in the authorization legislation.

Once again, I would express my appreciation to the committee for this opportunity to express a viewpoint. Should additional information be required, the large school districts with which I am associated will be most pleased to provide it.

Senator YARBOROUGH. This subcommittee is recessed until 10 o'clock Monday morning, next Monday morning.

Senator Dominick, do you care to make any statement?

Senator DOMINICK. No.

Senator YARBOROUGH. At this point in the record I order printed any material on hand and other pertinent information received for the record.

(The material referred to follows:)

COUNCIL OF CHIEF STATE SCHOOL OFFICERS,
Washington, D.C. January 23, 1967.

Hon. WAYNE MORSE,
Chairman, Committee on Education,
U.S. Senate,
Washington, D.C.

DEAR MR. CHAIRMAN: This is to send a copy of the conclusions of six influential educational organizations on some of the legislative items they will support together for enactment in 1967. These conclusions are briefly stated and need to be elaborated on, but they represent larger areas of consensus among these organizations than for many years. We would be glad to answer inquiries on any of them, and to work with you and your staff in regard to specific legislation whenever we can be of service to you.

My second purpose in writing is to ask permission for the Council of Chief State School Officers to supply a panel of witnesses on each bill that substantially affects elementary, secondary or vocational education. Upon a few days' notice, we can often produce a nationwide team of chief state school officers we believe could be of great assistance to you and your committee. Whenever possible, we would like to follow immediately after the Office of Education in the list of witnesses.

With warm appreciation,
Sincerely,

EDGAR FULLER.
Executive Secretary.

PROPOSALS ON EDUCATIONAL LEGISLATION

RECOMMENDED FOR CONSIDERATION BY THE PRESIDENT AND THE CONGRESS IN 1967 BY A LEGISLATIVE CONFERENCE OF NATIONAL ORGANIZATIONS

A legislative conference of national organizations, representing the following groups:

American Association of School Administrators
Council of Chief State School Officers
National Association of State Boards of Education
National Congress of Parents and Teachers
National Education Association
National School Boards Association

met in Washington, D.C., on January 16–17, 1967. The Conference considered a comprehensive agenda of items relating to federal policy and legislation, developments in the administration of various federally regulated school programs, and the needs and problems reported from school systems throughout the country. As a result of its deliberations the Conference unanimously makes the following recommendations for the consideration of the President and the Congress.

1. Timing of Federal authorizations, appropriations, regulations, allocations, payments and reports

One of the most crucial problems resulting from the increased participation of the federal government in the financing of education is the incompatibility of

the legislative year and the school year as it affects planning and financing of school programs. The problem results primarily from the fact that federal funds become available beyond the time when planning for their use can be effective.

We propose that Congress study this problem and recommend a solution which would provide local school districts with the information on available funds at a time when they can use it most effectively.

2. Amendments to title V of the Elementary and Secondary Education Act of 1965—Grants to strengthen State departments of education

We recommend amendment of the present formula for the allocation of all federal funds to the states under Section 502 to provide for distribution of 40% on a flat grant basis and 60% on a relative pupil population basis.

3. Transfer of Headstart to the Office of Education

We recommend the transfer of the Headstart program from the Office of Economic Opportunity to the Office of Education, retaining the elements of the program which emphasize health, social services, parent education, and parent participation.

4. Educational television

The Ford Foundation proposed to the Federal Communications Commission in August, 1966 that the use of domestic satellites could provide more television channels than now are available for commercial use at considerably less cost, with other channels available for educational and instructional television, and proposed further that the savings to commercial stations be set aside for operation and programming of non-commercial television in the public interest. Since then, proposals have been made by other individuals and organizations.

We support in principle the objectives of a domestic satellite system which could provide more television channels for educational use. We further recommend the extension of the ETV Facilities Act during the current session of Congress.

5. Judicial review

We support the passage of Senate Bill 3 of 1967, to provide effective procedures for the enforcement of the establishment and free exercise clauses of the first amendment to the Constitution.

6. Amendments to Teacher Corps law

We recommend that the National Teacher Corps be continued as a pilot program for a period of three (3) years with an appropriation level of approximately:

a. $10 million for the fiscal year ending June 30, 1968;
b. $20 million for the fiscal year ending June 30, 1969;
c. $30 million for the fiscal year ending June 30, 1970.

We further recommend that the National Teacher Corp Act be amended to:

a. Provide for the allocation of funds through state departments of education, and for state approval of Corps members and their training;

b. Provide grant authority for contracts with local school districts and universities for a two-year period of service;

c. Set the compensation for teacher-internes at the prevailing rate for graduate students of $75 per week plus $15 per week for each dependent;

d. Provide that initiative for project proposals shall rest with the local school districts and cooperating institutions of higher education with approval of the state department of education.

7. Federal funds for large city educational planning

We recommend that substantial earmarked funds be provided through Title V of the Elementary and Secondary Education Act of 1965 or some other appropriate channel to the state educational agencies for comprehensive planning for the provision of quality education in metropolitan areas including cities of 100,000 or more.

8. Amendments to title III of the Elementary and Secondary Education Act—Supplementary educational centers

We recommend amendments to Title III of the Elementary and Secondary Education Act to provide that local project applications and proposals for supplementary centers shall be subject to final approval by the state departments of education under provisions of state plans, with the exception that approximately

15% of federal funds available shall be "set aside" for projects to be approved by the United States Commissioner of Education. (To become fully effective July 1, 1969.)

9. General Federal support of public education

We recommend federal participation in the financing of public education through substantial general support, wtih minimum limitations on its use, rather than through fragmentary categorical grants.

10. Federal financing of overseas dependent schools

We recommend the financing of overseas dependent schools at a level which will provide a quality of education equal to that of the better schools in the United States.

11. Manpower Development and Training Act

We recommend that the administration of the Manpower Development and Training programs be transferred from the Department of Labor to the Department of Health, Education, and Welfare.

12. Proposals regarding the Adult Education Act of 1966

We recommend the following legislative action:

1. A supplemental appropriation to provide financing at the maximum level authorized for the current fiscal year.
2. An appropriation at the maximum level authorized for adult basic education in Fiscal 1968, and such funds in fiscal years thereafter as Congress may authorize.
3. Establish a consistent definition of "adult basic education" to be used throughout the Act and fix the minimum age of eligibility at sixteen years.

13. Proposals regarding Child Nutrition Act of 1966

We recommend the full funding of programs under the Child Nutrition Act and the appropriation of additional funds for state administration of programs under this Act.

14. Amendments to the National Defense Education Act

We recommend that Titles III and XI of the National Defense Education Act be amended to include health education and physical education.

15. Federal financing of school construction

We recommend the inclusion of substantial capital outlay funds for public school buildings under Title I of the Elementary and Secondary Education Act or some other appropriate channel.

16. Tax credits for education

We recommend the extension of scholarship funds for higher education and oppose enactment of legislation to allow tax credits for school or college tuition and/or expenses.

17. Regional offices of the U.S. Office of Education

We oppose expansion of the regional offices of the U.S. Office of Education and recommend that wherever possible educational functions and authority be vested in state departments of education.

LEGISLATIVE CONFERENCE OF NATIONAL ORGANIZATIONS

American Association of School Administrators

William H. Curtis, President-elect; Superintendent of Schools, Manchester, Connecticut

G. Warren Phillips, Chairman, Committee on Federal Policy and Legislation; Superintendent of Schools, Valparaiso, Indiana

Forrest E. Conner, Executive Secretary, 1201 16th Street, N.W., Washington, D.C.

Council of Chief State School Officers

Owen B. Kiernan, President; State Commissioner of Education, Boston, Massachusetts

M. F. Peterson, President-elect; State Superintendent of Public Instruction, Bismarck, North Dakota

Byron W. Hansford, Committee on Policy; State Commissioner of Education, Denver, Colorado

James A. Sensenbaugh, Committee on Policy; State Superintendent of Schools, Baltimore, Maryland
Edgar Fuller, Executive Secretary, 1201 16th Street, N.W., Washington, D.C.

National Association of State Boards of Education

Mrs. Bernice S. Frieder, President, 75 South Forest Street, Denver, Colorado
Perce J. Ross, President-elect, 11 West Lincoln, Buckhannon, West Virginia
Frederic G. Comstock, Vice President, 729 San Mateo, N.E., Albuquerque, New Mexico
Emil A. Koehn, Treasurer, P.O. Box 278, Parker, South Dakota

National Congress of Parents and Teachers

Mrs. Irvin E. Hendryson, First Vice President, 1250 Humboldt Street, Denver Colorado
Mrs. Edward F. Ryan, Legislation Chairman, 110 Bridge Street, Manchester, Massachusetts
Mrs. Fritz Kahn, Legislative Information Chairman, 9202 Ponce Place, Fairfax, Virginia
Miss Mary A. Milner, Administrative Assistant, 700 North Rush Street, Chicago, Illinois

National Education Association

William G. Carr, Executive Secretary, 1201 16th Street, N.W., Washington, D.C.
William H. Hebert, Chairman, Legislative Commission; Executive Secretary, Massachusetts Teachers Association, 14 Beacon Street, Boston, Massachusetts
James L. McCaskill, Assistant Executive Secretary, 1201 16th Street, N.W., Washington, D.C.
John M. Lumley, Director, Federal Relations Division, 1201 16th Street, N.W., Washington, D.C.

National School Boards Association

Joseph Ackerman, President, 399 Poplar Avenue, Elmhurst, Illinois
Harold V. Webb, Executive Director, 1233 Central Street, Evanston, Illinois
Paul N. Carlin, Washington Representative, 1616 H Street, N.W., Washington, D.C.

U.S. SENATE,
Washington, D.C., May 22, 1967.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education, Senate Labor and Public Welfare Committee, Washington, D.C.

DEAR MR. CHAIRMAN: May I commend to you the views of the Saginaw Board of Education. These people have put a great deal of excellent work into developing a Center for Children with Multiple Learning Problems, and they speak from knowledge.

Thank you very much.

Sincerely,

PHILIP A. HART,
U.S. Senator.

BOARD OF EDUCATION,
SCHOOL DISTRICT OF THE CITY OF SAGINAW, MICH.,
May 17, 1967.

Senator PHILLIP HART,
Old U.S. Senate Office Building,
Washington, D.C.

DEAR SIR: We would like to thank you and Miss Ferris for the hospitality shown us during our recent visit to Washington.

We are particularly interested in the Elementary and Secondary Education Act being amended in the manner in which the administration has recommended with the following exceptions:

(1) Local school districts should be considered as eligible applicants for regional centers for diagnosis and remediation of handicapped. The present proposal calls for State Agencies or Universities to provide these services. It is our feeling that if we, as a society, are sincerely interested in local communities providing comprehensive services for its handicapped then local communities should be eligible for grants to provide such services. Handicapped children and adults are found in far greater quantities in local communities than on college campuses or in State Capitols.

(2) If our past experiences with regional offices of the EOA are an indicator of the kind of service local school districts would receive from USOE regional offices then we are opposed to the decentralization of the U.S. Office of Education. Of the various Federal programs the Saginaw Public Schools have been involved in to date, the manner in which Title I of ESEA has been administered has been by far the most efficient and effective.

Thank you again for your consideration and hospitality.

Sincerely yours,

RON SCHNEIDER,
Federal Programs Coordinator.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
Washington, D.C., May 3, 1967.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Thank you for your request for a report on the recommendation of the Division of School Psychology, American Psychological Association.

From time to time the administration of Federal legislation has been hampered and flexibility curtailed when definitions or terms were unduly restrictive. For this reason we would prefer retaining the term "child psychology" in Sec. 532(b)(2). This term includes school psychology and also permits the funding of programs or projects of greater scope.

The eight paragraphs included in Sec. 532(b) were to be illustrative of types of training that could take place and not limitations. We believe the current language, particular paragraphs 2, 5, and 8, already permits the training of psychological personnel. While we have no immovable objection to the addition of the proposed paragraph (9), we do feel it may be singling out a particular profession for special attention not consistent with the rest of the proposed Act.

If the Office of Legisaltion can be of further assistance, please let us know.

Sincerely yours,

ALBERT L. ALFORD,
Assistant Commissioner for Legislation.

APRIL 3, 1967.

Dr. ARTHUR H. BRAYFIELD,
Executive Officer, American Psychological Association,
Washington, D.C.

DEAR DR. BRAYFIELD: Thank you for bringing to my attention in your March 29, 1967 letter and attachments thereto the position of the American Psychological Association with respect to the language of Title V of S. 1126.

I can assure you that this statement of support will be included in the hearings record made on that legislation at the time hearings are held.

I also thought you would like to know that I have brought this correspondence to the attention of the Commissioner of Education and I have requested that I be furnished with the views of the Administration on the changes you have proposed. Upon receipt of these comments I shall, of course, make them available to you and at that point determinations can be made as to such additional data as may be necessary to obtain.

With kindest regards,

Sincerely,

WAYNE MORSE,
Chairman, Education Subcommittee.

AMERICAN PSYCHOLOGICAL ASSOCIATION,
Washington, D.C., March 29, 1967.

Hon. WAYNE MORSE,
Old Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: On behalf of the Executive Committee of the Division of School Psychology, American Psychological Association, I am forwarding to you the following statement concerning Title V of S 1126.

We support this amendment and its goals.

We would strongly urge two changes as follows; and ask you to represent us to this end:

A. on p. 60, line 9, insertion of the word 'school' in place of the word 'child' so as to specify school psychology as a traditional example, historically the first, of those educational personnel cited in this paragraph.

B. on p. 61, insertion of a new paragraph (9) to read: (9) programs or projects to train or retrain professional and nonprofessional psychological personnel whose focus is on increasing the effectiveness of learning and teaching in schools.

I hope that your committee will respond favorably to these recommendations. I will be glad to furnish any clarifying information.

Sincerely,

ARTHUR H. BRAYFIELD,
Executive Officer.

AMERICAN PSYCHOLOGICAL ASSOCIATION,
Washington, D.C., March 17, 1967.

To: Arthur H. Brayfield.
From: Executive Committee of Division 16.
Re Background Information for Amendment to Title V of the Higher Education Act.

There are approximately 85 training programs in school psychology in the United States at the present time, of which 45 are doctoral and 40 are undoctoral.

There were over 1,000 students (1963) in a variety of training programs in school psychology.

It is estimated there are 4,500 school psychologists in the United States at the present time.

Thirty-seven states now have formal certification requirements in the state educational agency.

Sixty-two percent of elementary schools of over 100 pupils employ psychological services.

A survey of urban schools (Magary, 1967) indicates that psychologists were first hired by schools as follows:

Chicago	1899	Los Angeles	1920
St. Louis	1905	Philadelphia	1920
Detroit	1910	Atlanta	1921
New York	1918	Minneapolis	1924

The ratio in 1966 of school psychologists to the number of pupils in these large cities is as follows:

Chicago	1:7800	Milwaukee	1:4200
New York City	1:5900	San Francisco	1:7000
Los Angeles	1:5100	Seattle	1:6000
Philadelphia	1:7400	Denver	1:6000
Detroit	1:15, 800	Atlanta	1:8800
Houston	1:21, 500	Minneapolis	1:7900
Cleveland	1:26, 500	Portland	1:13, 300
St. Louis	1:7900	Miami	1:16, 900

JUNE 20, 1967.

Dr. RALPH SCOTT,
Director, Division of Instructional Services,
Pittsburgh Public Schools, Pittsburgh, Pa.

DEAR DR. SCOTT: Thank you for your letter. We will be looking for your proposal and we hope to be working with you again this coming year.

I am sending a copy of your letter to Mr. Charles Lee, Professional Staff Member, Senate Committee on Labor and Public Welfare, and to Mr. William Gaul, Administrative Assistant to Representative Edith Green. Many school superintendents and program directors have told us that they think that the $75 a week stipend is a mistake. In particular, they say that it is unrealistic to plan this for the second year of the intern service.

Some people feel that you can attract outstanding people on the $75 a week basis but that once in the system, they will receive so many other offers at considerably higher pay that many will be lost in their second year. While this does not represent a total loss since most of them will continue with teaching, the general feeling is that they need another year to properly prepare them for teaching in the slum schools. They feel that if they leave mid-way in the program that they will probably be able to continue in education, but we will not fulfill the promise of bringing highly trained persons to the most needed job in teaching.

Sincerely,

RICHARD A. GRAHAM,
Director, Teacher Corps.

PITTSBURGH PUBLIC SCHOOLS,
Pittsburgh, Pa., June 6, 1967.

Dr. RICHARD A. GRAHAM,
Director, Teacher Corps, Department of Health, Education, and Welfare, Office of Education, Washington, D.C.

DEAR DR. GRAHAM: Dr. Seager, of the University of Pittsburgh, and I are both glad that our proposal has been completed, and we hope that it will be accepted by the National Teacher Corps. I want you to know that I have some strong feelings about the proposed salary and stipend provisions in the new version of the bill now before Congress. Our interns will be in their second year in September and on a rather attractive salary schedule. I see difficulty in bringing in new corpsmen on a stipend basis that is even less than that paid to some of our building maintenance staff. This will be difficult to explain to new interns who have many problems including those that are related to finance.

I just wanted to be on record with you that this problem will be difficult to handle.

Sincerely yours,

RALPH SCOTT,
Director, Division of Instructional Service.

April, 1967

TEACHER CORPS

PROPOSAL BY LOCAL EDUCATION AGENCIES
AND UNIVERSITIES TO USE
AND EDUCATE CORPS MEMBERS

PROVISIONAL INSTRUCTIONS AND FORMS

These instructions and forms are designed to assist local education agencies, universities and colleges in the preparation of proposals to use and educate teams of Teacher Corps members. The proposal must be submitted jointly by one or more local education agencies plus one or more universities that are cooperating within a coordinated program. Sets of completed proposals should be submitted to the a) Chief State School Officer for each State in which a signatory agency or university is located and b) the Teacher Corps, U.S. Office of Education, Washington, D.C. 20202.

Written inquiries may also be submitted to the Chief State School Officer or the Corps at the above address. The following phone numbers may be used for inquiries to the Corps: 202/962-3343 or 962-1284. Postmark deadline for proposals to use Corps members being enrolled in the 1967-68 school year is tentatively May 26, 1967.

At this time the Corps cannot act on proposals, since it has not yet received an appropriation or authorization. Local education agencies and universities, if they wish, may submit proposals (based on the Preliminary Guidelines and Instructions) in anticipation of Congressional action on an appropriation for 2,500 new Corps members. Such steps will permit the Corps to give more thoughtful attention to their proposals. It is, therefore, hoped that some anticipatory proposals will be submitted, so programs can be gotten underway more efficiently as soon as funds are available.

The instructions are to be used in conjunction with the Teacher Corps Guidelines which provide the basic data for the design and operation of a proposal.

GENERAL INSTRUCTIONS

Please refer to these instructions as you prepare each section of your proposal. Remember that the Teacher Corps will probably accept some proposals and reject others. Try to give the Corps the insights that will help it make a wise choice. Failure to follow directions will result in delays in approval of projects and perhaps disqualification.

FORMAT TO BE FOLLOWED

A completed proposal will contain both completed forms and narrative sections. A working copy of each form is included right after each explanatory section in this text. Any additional materials may be attached as appendices. Identify clearly the sections to which such appended materials apply. Narrative portions of the proposal should be submitted on standard-size sheets of paper (8½ X 11 inches) supplied by the applicant. BE CERTAIN THAT THE NARRATIVE IS IDENTIFIED BY THE APPROPRIATE ROMAN NUMERALS AND TITLES. Begin each Roman numeral section on a separate sheet of paper. Be sure to review all sections of these instructions before attempting to respond to any.

ASSEMBLING THE PROPOSAL

Each proposal should be assembled in the following order:

I. Summary Sheet (Form)

II. Brief Description of Program (Narrative)

III. Local Education Agency Identification (Form

IV. University Identification (Form)

V. Data to Qualify Participating Local Education Agency (Form)

VI. Data on Individual Schools (Form)

VII. Problems of Schools (Narrative)

VIII. Use of Teacher Corps Teams (Narrative)

IX. Pre-Service Program (Narrative)

X. The Role of the University in In-Service (Narrative)

XI. Universities or Local Education Agencies already Receiving Corps Members. (Narrative)

XII. University Staff (Narrative)

XIII. Relations with Other Programs and the State Department of Education (Narrative)

XIV. Personnel Questions about Corps Members (Form and Narrative)

XV. Budget (Forms)

NUMBER OF COPIES

Twelve completed proposals should be submitted to the Corps, plus 10 more copies of the summary sheet. One of the 12 should be signed in the appropriate spaces, and marked on the cover as the original. Three completed proposals, plus the 10 summary sheets should also be simultaneously submitted to the Chief State School Officer.

If a local education agency files to participate in an already submitted joint proposal, the supplementary proposal is a new proposal. It must be signed by all agencies that signed the old one plus the new local education agency, and the number of copies calculated by the above formula.

SECTION BY SECTION EXPLANATION OF THE PROPOSAL

I. SUMMARY SHEET

Each set of ten extra copies of this Sheet must be included with the package of proposals submitted to the Corps and the State School Officer.

I-2. Major Author

The person to contact to clarify routine questions about all parts of the proposal. More than one name may be listed if necessary.

I-3. First Year Funds Requested

To be derived from the budget. All pre-service costs are to be treated as university expenses.

I SUMMARY SHEET

1. Project Locale _____

Participating Universities	Are any Corps members now serving there? If Yes, list number.
_____	/__/ Y /__/ N _____
_____	/__/ Y /__/ N _____

Participating Local Education Agencies

_____	/__/ Y /__/ N _____
_____	/__/ Y /__/ N _____
_____	/__/ Y /__/ N _____
_____	/__/ Y /__/ N _____
_____	/__/ Y, /__/ N _____

2. Major Author _____ Title _____

Address _____

Office Phone _____ Home Phone _____

3. First Year Funds Requested

Pre-Service (University) _____

In-Service (University) _____

School Service (Local Agencies) _____

Commencement of Project

Pre-Service
Team Leaders: From ____
Interns: From ____
In-Service (1st Yr) From ____

4. Total Number of Teams Requested _____

Number of Team Leaders Required _____

Number of Interns Required _____

Grade Level Range: _____ thru _____

Subject Emphasis (if Any): _____

II BRIEF DESCRIPTION OF PROGRAM (Narrative)

Briefly describe the program (on one page) from your own point of view, indicating its intent, nature and scope. This should assist both staff and reviewers to sense the program as a whole and to relate the separate aspects identified in the following sections.

III LOCAL EDUCATION IDENTIFICATION (Form)

A separate form should be completed for each submitting school system.

III-2 Authorized Representative for Proposal -- the person who will deal with the School Officer and the Corps in negotiating pre- or post-signature changes. This may be the same person as Project Coordinator.

III-3 Project Coordinator -- the person who will direct the overall Corps project in the local education agency. It is important that the designated person be available to serve from the beginning of pre-service on through the in-service element of the project.

III-4 Proposed Starting Date -- date when Corps members are expected to begin in-service work as school employees. "Begin work" can mean workshops or conferences with regular teaching staff before they assume regular classroom responsibilities.

III-5 Effective Project Date -- the date of completion of the Teacher Corps in-service program described in the proposal. Subject to the availability of annual appropriations, the program may run for two years after the beginning of pre-servie. However, a period of not more than 30 days may be added to the close of the school session in order to complete final details of the program.

III-6 Students from non-public elementary and secondary schools may also be assisted by the program, if the services offered do not

exceed the type and nature outlined in Section 116.19 of the Regulations issued under Title I of the Elementary and Secondary Education Act. If the answer to the question on this subject is "yes," specify the names and addresses of the schools on an attachment to the form. Where other parts of the proposal require identification of specific schools, or supporting data, e.g., Item "Data on Individual Schools," the non-public schools and their students should be included where appropriate.

III-8 Signature of Person Authorized to Sign Contracts -- the local education agency representative with authority to enter into contracts with the U.S. Government. This may be the same individual as the Authorized Representative for Proposals. In each set of proposals there must be one "original" proposal in which this item is signed.

III. LOCAL EDUCATION AGENCY

1. Name of Local Education Agency _____
City State County Congressional Dist.

2. Name and Title of Authorized Representative for Propoasl _____

_____

Mailing Address: _____(street)

_____(city, state, zip code)

Telephone (area code and local number) Business: Home:

3. Name and Title of Project Coordinator _____

Mailing Address: _____(street)

_____(city, state, zip code)

Office Telephone (area code and local number) _____

Home Telephone (area code and local number) _____

4. Proposed Starting Date _____Ending Date _____

Effective Project Date _____

5. The Assurance of Compliance with Title VI of the Civil Rights Act dated (_____) applies to this proposal.
day, month, year

6. Will any students from non-public schools be assisted by Corps members assigned to your agency under this proposal?

/___/ Yes

/___/ No

7-a. Is your local education agency now using Corps members?

/___/ Yes If yes, see Item XI.

/___/ No

b. Has your local education agency previously filed a proposal for Corps members with the Corps?

/___/ Yes

/___/ No

c. Average distances from furthest school using Corps members to University program's campus or extension _____(miles)

8. SIGNATURE OF PERSON AUTHORIZED TO SIGN AGREEMENTS

Name (please type) _____

Title _____

Signature _____Date_____

IV. UNIVERSITY INDENTIFICATION (Form)

IV-2a. Name of Pre-service Program Director -- the person principally responsible for the day-to-day educational and operational decisions for pre-service throughout its operation. Ideally, he should be the same person as Person to be contacted and In-service Program Director.

IV.-2b. Proposed Pre-service Starting Dates -- The date interns must register or begin classes (whichever is first) and the date experienced teachers report to the university. It is assumed that programs prefer experienced teachers arrive several days to one week before the interns, to permit their integration into pre-service instruction.

IV-2c. Proposed Pre-service Ending Date -- The last date the interns receive instruction. Stipends will end on this date.

IV-2e. Subject or grade emphasis -- Most Corps members have had no experience in teaching and are unprepared to make definitive educational choices immediately on entering the Corps. It is hoped that a number of programs will give Corps members a general introduction to teaching, and permit them to make their final decision about specialization after they are assigned to in-service.

IV-2h. Number of Corps members for pre-service -- Typically, the "desired" figure is related to the number of Corps member teams that the submittors hope to have in cooperating school systems during in-service (including a 10-20 percent addition

for attrition during pre-service). The minimum represents the university's estimate of the smallest program it can effectively operate. The maximum figure might be 5-50 percent higher than the "desired" figure.

IV-2j. Professional staff -- Includes consultants and other non-faculty members assuming instructional and counselling roles. This computation excludes experienced teachers.

IV-2k. Cooperating community organizations -- Identify all community organizations (including the name of a representative for each) in which Corps members will be receiving laboratory experiences during pre-service, and/or those organizations which are assisting the local education agency and university in planning pre-service. Hopefully, the experience in these entities will give Corps members diverse responsivilities and perspectives in the poverty schools and communities in which they will serve.

IV-3b. In-service University Starting Date -- The date when interns must report to the university for in-service registration or classes (whichever is sooner).

IV-3c. In-service University Ending Date -- The date when it is anticipated the interns will end their university programs. It must be within 2 years after proposed starting date for interns in pre-service.

IV. UNIVERSITY IDENTIFICATION FORM

1. Identification of Institution

Name _____

Address _____
(street)

_____
(city) (state)

_____
(county) (zip code)

_____
(congressional district)

Name of Person to be Contacted _____

Position or Title _____ Department _____

Office Address _____
(street)

_____
(city) (state) (zip code)

Office Telephone (area code & local number) _____

Home Telephone (area code & local number) _____

2.a. Pre-service Program Director _____

Current Position or Title _____ Department _____

Office Address _____
(street)

_____
(city) (state) (zip code)

Office Telpehone (area code & local number) _____

Home Telephone (area code & local number) _____

b. Proposed starting dates:

1. For Interns _____

2. For Experienced Teachers _____

c. Proposed pre-service ending date _____

d. Will your pre-service program prepare provisional Corpsmembers in a general way for in-service, rather than having a decisive subject or grade emphasis? /___/ Yes

/___/ No

e. If 2-d above is No, will your emphasis be in

/__/ Pre-school K

/__/ Grades 1-6

/__/ Grades 7-12

/__/ Other, (Specify) _____

f. For what subjects or special educational services are Corps members to be prepared?

_____

_____

_____

g. Will your pre-service program emphasize

/__/ Rural preparation

/__/ Urban preparation

/__/ Other (Specify) _____

h. How many provisional Corps members for pre-service?

Experienced Teachers: Minimum_____ Desired_____ Maximum_____

Interns: Minimum_____ Desired_____ Maximum_____

i. How many credit hours applicable toward a Master's Degree will be offered in pre-service? _____

J. What is the total number of professional staff involved:

_____ full time

_____ part time

k. Community organizations (and their representatives) that will assist with pre-service

ORGANIZATION	REPRESENTATIVE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

3.a. In-Service Program Director _____

Current Position or Title _____ Department _____

Office Address _____
(Street)

_____
(City) (State) (Zip)

Office Telephon (area code & local number) _____

Home Telephone (area code & local number) _____

b. In-service University Starting Date _____

c. In-service Ending Date _____

4. The Assurance of Compliance with Title VI of the Civil Rights Act dated (_____) applies to this application.
day, month, year

5. A. Is your university now training Corps members?

/ / Yes If yes, see Item XI.

/ / No

B. If the answer above is "No," did you previously submit a proposal to train Corps members?

/ / Yes

/ / No

6. Signature

Name of Person Authorized to sign agreements _____

Signature of such person _____

Date _____

V. DATA TO QUALIFY PARTICIPATING LOCAL EDUCATION AGENCY (Form)

A separate form should be completed for each submitting local education agency.

V-1. Grades to be included at each level beyond kindergarten must be consistent with applicable State and local provisions on this subject.

V-2. Total number of students in the local education agency includes all students actually enrolled.

V-3. Number of schools refers to schools - NOT buildings. For example, a particular high school should be counted as ONE school although it may contain more than one building.

V-4. A low income school is a school where more than one-half of the families in the attendance district have incomes of less than $3,000 per year. If the agency believes that special conditions warrant the inclusion of schools with less than 50 percent of such families, it should include such schools in the form, and state the reasons for their proposed inclusion on an attachment to the form. Special conditions could include concentrations of non-English speaking families, potentially volatile community situations, or neighborhoods in rapid transition. In no case should a school be included, under the exception, if the percentage of enrollment from families earning less than $3,000 per year does not exceed the district-wide average.

V-6. In determining the teacher/pupil ratio, count only the teaching personnel, i.e. personnel involved one-half time or more in the

direct classroom instruction of students.

V-7. The answer to this question will depend on plans for utilization of Corps teams. The ratio of interns requested to team leaders requested may range from 4 to 8. Generally, one team will be assigned to one school.

V. DATA TO QUALIFY LOCAL EDUCATION AGENCY

NAME OF AGENCY _____

1. For the purposes of this proposal, the following definitions apply in our agency to schools:

   Pre-school -- Pre-school through kindergarten

   Elementary -- Grades _____ through _____

   Secondary -- Grades _____ through _____

2. Total number of students enrolled in the agency:

   Elementary _____ Secondary _____

3. Number of schools in the agency:

   Elementary _____ Secondary _____

4. Number of "low-income schools" in the agency:

   Elementary _____ Secondary _____

5. Percentage of local education agency enrollment coming from families earning less than $3,000 per year. _____

6. Number of Faculty in the agency:

Type of School	Administrative Personnel	Teaching Personnel	Teacher/Pupil Ratio
Elementary			
Secondary			
Total			

7. Indicate numbers of Corps desired.

   (a) Total _____
   (b) Number of Teams _____
   (c) Team Leaders _____
   (d) Interns _____

8. Do you plan to use Teacher Corps personnel in different ways in different schools within the agency:

/_/ Yes /_/ No

VI. DATA ON SCHOOLS

TO BE COMPLETED SEPARATELY FOR EACH SCHOOL

Name of Local Education Agency _____

Name of School _____

Mailing Address: (Street, City, State, and Zip Code) _____

_____

Congressional District _____

Type of school (you may check both Pre-school and Elementary)

Pre-school /__/ Elementary /__/ Secondary /__/

Name of Principal _____

Did principal participate in planning proposal?

/__/ Yes /__/ No

If "yes" please specify how: _____

_____

_____

If "no" specify when and how principal will be involved: _____

_____

_____

How many interns and team leaders are being requested for this school?

Interns: _____ Team leaders: _____

Teacher/student ratio _____

	Total enrollment	% low-income ($3000 or less family income)	RACE % White	%Negro	% other	estimated number of drop-outs per year
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Total						

Pupil Turnover -- Annual percentage of pupils who leave with or without a transfer or who enter from a sending school after school year begins _____

Estimate number of children from homes where a foreign language is spoken _____

Language(s) spoken _____/ _____/ _____

Estimated number of children from families receiving public assistance _____

VII. PROBLEMS OF SCHOOLS (Narrative)

Describe the pertinent educational problems faced by the schools specified in Item VI and the way in which Corpsmen will be used to help solve them. A separate description should be prepared for each local education agency amd clearly labeled as such. Where several schools in one agency have identical problems that may be susceptible to a common solution, they may be described as a unit, if the schools' names are specified.

Thus, in a large agency, schools A, B and C may be described as one unit; schools D and E as a second, end school F as a third. (Hereafter, in this outline, "a school unit" means one or more such schools together.) The description can include additional data and other information, such as high teacher turnover, poor attitudes of students toward teachers, poor attitudes of teachers toward students, lack of communication between schools and community agencies, community problems such as high unemployment, racial discrimination or large non-English speaking population. The clarity and specificity of this description will be a key element in the evaluation of Teacher Corps proposals.

VIII. USE OF TEACHER CORPS TEAMS (Narrative)

A separate description must be prepared for each local education agency end clearly identified as such. Explain, in narrative, how Corps teams can help the agency attack the problems in Item VII in creative ways that do not supplant the work of regular teachers. Begin with an overall statement of your plans, and supplement it with specific

responses to the items below. If more than one school unit is involved in your proposal, indicate whether the plan applies to one or several units. It is expected that, with respect to approved proposals, no substantial variances from this item will occur (except in case of emergencies) without prior clearance from the Corps.

1. How will you insure the smooth incorporation of Corps members into school activities?
   (a) Describe plans for orientation of regular staff to the Corps program, and for orientation of Corps members to the regular staff program.
   (b) Describe plans to work out any problems that may develop between Corps members and regular staff.
2. What opportunity will regular school staff have to observe, evaluate or become familiar with the activities of Corps members? This answer should cover staff both in schools served by the Corps and in other schools in the agency.
3. Describe the role of the team leader.
   a. Summarize the typical activities of the team leader early in the program and indicate how the emphasis will change over the two years of your proposed program. Use a weekly schedule and/or sequential time chart if at all feasible. If different teachers will have very different schedules, describe these. Include activities involving the neighborhood and/or the university even though these may extend beyond the normal school day.

b. How will the team leader function with the interns and with regular teachers?

c. What administrative duties will be performed by the team leader, including periodic reports to the school and/or university?

d. What activities will the team leader be involved in at the community level? What freedoms or limitations will be placed on his community activities? What differences will exist between the community activities of the experienced teacher, regular teachers and Corps interns? What community resources, agencies or groups will utilize the team leader?

e. How will the team leader be supervised, and by whom? What will be the nature of this supervision?

4. Describe the role of the intern.

a. Summarize the typical activities of the intern at the beginning of the program and indicate how the emphasis and experiences will change over the two-year program. Indicate the appropriate variations for different teams and for interns who participate in individual activities aside from their teams. Use a typical weekly schedule and a sequential time chart if possible to make clear both the focus and the development of intern service. Specify the times when interns will probably be engaged in their parallel in-service education program in the cooperating universities.

b. What provisions will be made to insure that interns have a variety of experiences in school and community, that they are assigned increasing responsibilities as they can handle them, and that they have the opportunity to try out new approaches?

c. How will the regular teaching staff be utilized in instructing the interns?

d. What arrangements are being made to provide individual supervision for the interns? How will universities and school systems be involved?

e. What activities will interns be involved in at the community level? What freedoms or limitations will be placed on their community activities?

f. What steps will be taken to insure that the intern is provided with sufficient time to meet academic requirements and the other demands of the college or university?

g. What arrangements will be made to provide time for interns to discuss and evaluate their experiences, either by themselves, with university faculty and school system representatives, or in cooperation with interested parties such as community groups or other Teacher Corps teams? Describe the proposed techniques and frequency of the evaluative postmortems.

IX. PRE-SERVICE PROGRAM (Narrative)

1. What difficulties do you expect Corps members will face when they begin in-service work? Your analysis should be related

to the general problems involved in beginning to teach the disadvantaged, and the specific problems posed in implementing the local education agency programs to which Corps members will probably be assigned.

2. What general techniques will the proposed pre-service program use to surmount these difficulties? Discuss:

   A. Experiences and courses to be offered. List the field experiences, seminars and/or courses offered to interns and/or experienced teachers. Give an adequate description of each, plus an overall summer schedule, indicating the number of course hours and credit hours allotted to each activity. Specify the local education agencies, schools and community agencies in which provisional Corps members will receive experience. Tell how school personnel - the Project Coordinator and principals - will assist in the program. Wherever possible, practicum should involve the actual assumption of appropriate responsibilities as opposed to observation.

   b. Interrelation between: (i) experiences and courses, and (ii) evaluation of provisional Corps members and team formation. Explain how the overall "learning" schedule and faculty supervision will generate the experiences and data to permit: (1) effective evaluation of the academic and emotional potential of provisional Corps members (interns and team leaders) by university and school representatives, and (2) the formation of

of provisional Corps members into cohesive teams, with close rapport within each and a strong esprit de corps. The explanation must show how appropriate scheduled experiences and responsibilities are provided to individual provisional Corps members and teams at the right times, so that reasoned decisions may be made about whom to keep in the Corps, how to make up teams, and where to assign teams for in-service. If possible, the schedule should permit the schools and universities working with the Corps to make reasonably firm decisions about these questions before the last 1/3 of the pre-service program begins.

3. Stresses upon the provisional Corps members may be produced by three elements in pre-service: (1) the demands of the educational program, (2) the direct experience with poverty, and (3) the possibility of inter-personal conflict. Describe how provisional Corps members will be assisted in coping with these stresses, and which staff member will carry counselling responsibility.

   How do you plan to make these services easily accessible and a regular part of the training experience? How will you provide for those who need such services but avoid them?

4. What living arrangements will be made available? How will they be structured to best promote an effective program? Will all provisional Corps members (including team leaders) be required to live in the poverty communities, etc.? Will they be required to live on campus, in the interest of

promoting effective interaction? How will housing be arranged for minority members?

5. What health services will be available to participants and, possibly, their families?

6. The university and agency are expected to work jointly in evaluating provisional Corps members and pre-service programs. They will be assisted in this by materials and criteria information supplied by the Corps. During pre-service, evaluation should cover questions such as: (a) personal competence of provisional Corps members, (b) academic competence of provisional interns, (c) effectiveness of particular team compositions, (d) appropriateness of provisional Corps members for proposed assignments, and (e) effectiveness of pre-service program. Describe your plans for working with school systems to achieve these goals.

X. THE ROLE OF THE UNIVERSITY IN-SERVICE (Narrative)

1. Summarize the basic Master's Degree requirements affecting this program, indicating such specifics as credit hours, standards, examinations, and formal matriculation.

2. State the problems of poverty toward the solution of which your Degree program is directed. How do these problems relate to the service programs submitted by cooperating local education agencies? If services are offered to Corps members in more than one education agency, indicate what different problems, if any, may be faced in different agencies.

3. What approach will the university use to overcome these problems? If more than one agency is involved, indicate differences where appropriate. Discuss:

   A. Courses to be offered. List each of the courses, seminars, and/or intern experiences, giving a brief description of each together with the number of course hours and credit hours that apply. Indicate the emphasis on general education, subject areas and professional education. Explain provisions for individualizing student programs, or for permitting Corps members to postpone Degree choices, if possible, until at least the second semester. Indicate approximate schedule for two full years.

   B. Discuss the relation between academic work and intern assignment. How will the course work rely on and support the interns' school role? What educational techniques will be used to help the intern profit the most from his school and neighborhood responsibilities? How will these assist him in evaluating his own performance and that of his team? How will the team leader (whether or not he is an adjunct faculty member) be utilized in the university's program efforts? What standards will the university use to evaluate the work of interns in their for-credit work experience? How will the university assist the team in improving and assessing its performance as a unit?

   C. Explain how the instructional program of the university will make provision for:

      (1) Developing basic teacher competencies.

(2) The use of community resources and organizations to promote educational goals. Do the education agency proposals allow the interns adequate community responsibilities to achieve the university's purposes?

(3) Preparing interns to use role-playing and related techniques as tools for refining perception.

(4) The use of different teaching materials -- paperbacks or comic books, "minority" histories, tapes -- to reach the disadvantaged.

(5) Teaching beyond the classroom e.g., public libraries, tutorials and other informal extra-school resources for sparking interest in learning.

(6) Emphasis on the role of the family in motivating learning, indicating how its support can be won.

(7) Preparing interns in remedial techniques.

(8) Emphasis on genuine innovation for the teaching profession; analyzing the implications of resultant tensions and means of resolving them.

D. Describe the provisions for evaluating student progress in terms of academic achievement, professional development and effectiveness in working with the disadvantaged.

E. Describe the provisions for evaluating the graduate program, including plans for continuing appraisal, for making desirable revisions and for final evaluation.

F. Indicate the provisions for student advisement and counselling affecting team operation, the academic program and such personal matters as the cultural shock and the frustrations

often involved in confronting poverty situations.

G. Explain the provisions for interns to have access to the library, the curriculum laboratory and related resources essential to both their academic study and their school-community work.

H. Indicate the nature of the university's overall working relationship with the education agency (beyond this Teacher Corps proposal), suggesting further potential developments if feasible.

I. Indicate the working relationship with the State educational agency affecting university program approval and teacher certification.

XI. UNIVERSITIES OR SYSTEMS ALREADY RECEIVING CORPS MEMBERS (Narrative)

Describe the significant contributions - apart from added manpower - a continuing Corps program will make. The contributions might include:

1. The project's becoming or continuing as a demonstration center, with planned efforts made to encourage educators to observe and learn from its operations. A record of attendance should be kept.
2. Substantial changes in local education agency policies that affect other teachers and schools resulting from Corps activity.
3. Use of the Corps program by the university and/or local education agency to revise their other teacher education and induction procedures.
4. Willingness of the agency or university to finance more than 10 per cent of Corps member salary costs.

XII. UNIVERSITY STAFF (Narrative)

A. For each faculty person (excluding team leaders) involved in the education of Corps members indicate:

(1) Name

(2) Title

(3) Responsibilities in the program. Indicate how much of his time is to be used in the program. Clearly indicate whether responsibilities are pre-service or in-service.

(4) Experience - include only experience relevant to his responsibilities for the Corps program, but be specific about his competence.

B. For each non-faculty person involved in the education of Corps member personnel, e.g., as a resource person, indicate:

(1) Name

(2) Title or occupation

(3) Responsibilities in the program (same as a (3) above)

(4) What is this person expected to contribute?

XIII. RELATIONS WITH OTHER PROGRAMS AND THE STATE DEPARTMENT OF EDUCATION (Narrative)

1. To what extent has the State Department of Education been involved in the preparation of this proposal? What degree of assistance or consultation do you anticipate from the State Department of Education in the management and evaluation of the on-going project?

The following questions should be answered separately for each local education agency, and the answers for each agency so labelled.

2. List community organizations and agencies in the area that

are in contact with (or representative of) the major segments of your poverty population.

3. List the community organizations and agencies that have assisted in the developing the in-service components of this proposal, and that will assist Corps members in their work. Name the representative of each. (Presumably their roles are described in Item VIII and X.)

4. Describe any funded or proposed programs of the Office of Education, the Office of Economic Opportunity, or other Federal sources that have bearing on this particular proposal. Your answer should enable the Corps to assess whether the agency is making an effective effort to use all available resources at its disposal to improve the programs for the disadvantaged students in its district.

XIV. PERSONNEL QUESTIONS ABOUT CORPS MEMBERS (Form and Narrative)

1. List each of the participating local education agency, their share of Corps members requested for the university program, and the grade emphasis of the school programs.

Local Education Agencies	Emphasis Pre-school-K		Emphasis 1-6		Emphasis 7-12	
	Exp. Teach.	Intern	Exp. Teach.	Intern	Exp. Teach	Intern

2. a) Will any of the team leaders receive part of their in-service salaries as adjunct university faculty members?

/ / Yes / / No

b) If yes, please specify the systems that will participate in this, whether some or all of the team leaders, and the amount each will be paid by the university.

Agencies	Participating Teachers	Amount

NARRATIVE

1. List any special qualities the schools desire in team leaders or interns assigned. Your answer may include, for instance, a preference for individuals interested or skilled in certain subject matter or certain kinds of school activities, certain proportions of Corps members from specific areas, etc. The Corps will try to find such applicants.

2. Have the local education agencies and university identified any teachers whom they wish to consider as team leaders? If "yes," please list their names and addresses and explain specifically the unique qualifications of each to further specific purposes of the proposed project. Remember, they cannot be selected unless their application forms are first filed with the Corps, references collected, etc. If this has not yet been done, it should be done immediately. Have any community organizations been asked

for their recommendations about these appointments? Have the other qualified experienced teachers in the agencies who might be interested in being team leaders been advised of these openings? The Corps will make available to participating agencies and universities applications and references from other qualified team leaders it has recruited.

3. What academic criteria will the university apply for admission to its graduate school? Grade point average? Test scores? Will it make "allowances" for promising candidates? Under what types of conditions?

4. Who will represent the local education agencies and university in reviewing and selecting applications with the help of the Corps Screening Manpower Branch in Washington? How will he coordinate his efforts with his colleagues at home?

5. How will the agencies effectively work with the university to evaluate provisional Corps members during pre-service?

6. Are there any other "personnel factors" that should be considered by the Corps in processing this proposal?

XV. BUDGET (Forms)

For general principles, see the Fiscal Guidelines. The basic forms and budget notes follow.

LOCAL EDUCATION AGENCY BUDGET FOR UTILIZATION OF TEACHER CORPS PERSONNEL

PREPARE SEPARATE BUDGETS FOR FIRST AND SECOND ACADEMIC YEARS, AND FOR EACH LOCAL EDUCATION AGENCY

NAME OF AGENCY_____ SCHOOL YEAR_____

A. DIRECT COST - ADMINISTRATIVE SALARIES

1. Coordinator $_____
2. Secretarial & Clerical _____
3. Sum of lines 1 and 2 _____

B. OTHER DIRECT COSTS

4. Employee Services & Benefits _____
5. Travel _____
6. Other Direct Costs _____
7. Sum of lines 4 thru 6 _____
8. Total Direct Costs (Lines 3 + 7) $_____

C. CORPSMEN SALARIES

	No.	
9. Experienced Teacher Salaries	____	_____
10. Intern Salaries	____	_____
11. Corpsmen Benefits		_____
12. Corpsmen Travel		_____

13. Total Corpsmen Salaries and travel (Sum of 9 thru 12)_____
14. 100% of Project Costs (Line 8 + 13) $_____
15. 10% of Salaries (Lines 9 +10) _____
16. Project Costs less 10% of Salaries (Line 14-15) $_____

LOCAL EDUCATION AGENCY BUDGET EXPLANATION

A. Budget Item

Total Amount

1 and 2 Use attached Summary of Administrative Salaries to arrive at specific Budget figures for Administrative Salaries.

3. Sum of lines 1 and 2 _____

B. 4. Employee Services and Benefits

(a) FICA @ 4.2% x $ _____ _____
(b) Workman's Comp. @ _____ x $ _____ _____
(c) Health & Welfare Ins. @ _____ x $ _____ _____
(d) Retirement/ /Pension/ / @ _____ x $ _____ _____
(e) _____ @ _____ x $ _____ _____

TOTAL - Employee Services & Benefits _____

5. Travel

Mode of travel: auto/ /bus/ /other/ /
Staff travel expenses (per person)
____ miles per week @ ___ per mile x ____ weeks
to transport staff members on project business _____

6. Other Direct Costs _____

Include any direct costs not covered by line items 1 through 5. Explain why needed and include formula used for arriving at proposed budget figure.

7. Sum of lines 4 thru 6 _____

8. Total Direct Costs (Lines 3 + 7) _____

9. Experienced Teacher Salaries

Attach the current Salary Schedule for the local school district. If experienced teachers are known show actual salary to be received based on years of experience, education, and responsibilities. If experienced teachers are not known, use the salary on the salary schedule for a teacher with a

Master's Degree, 10 years of teaching experience, and comparable responsibility. In addition to the annual salary of each experienced teacher include the daily, weekly or monthly rate of pay as applicable.

10. Intern Salaries

Name of Intern	Duration of School year in weeks	(75 + 15 - minus corps member benefits) or applicable weekly rate	Total Intern Salaries

Use the above format to arrive at specify the salary figure for interns. Use the salary equal to the lowest rate paid by the school district for full time teaching in the grade to which the intern is assigned or $75 per week (minus corps member benefits) plus $15 per week for each dependent, whichever is less.

BUDGET ITEMS

11. Corpsmen Benefits

(a) FICA @ 4.2% x $ _____ _____
(b) Workman's Comp. @ _____ x $ _____ _____
(c) Health & Welfare Ins. @ _____ x $ _____ _____
(d) Retirement ☐ Pension ☐ @ _____ x $ _____ _____
(e) _____ @ _____ x $ _____ _____

TOTAL - Corpsmen Benefits _____

12. Corpsmen travel expenses
____ miles per week @ ____ per mile x ____ weeks
for use of ____ corpsmen on Project business _____

13. Total Corpsmen Salaries and Travel - Sum of lines 9 thru 12 _____

14. 100 % of Project Costs (Lines 8 and 13) _____

15. 10% of Corpsmen Salaries (Local Share) _____

16. Project Cost less 10% of Salaries (Federal Share) _____

SUMMARY - Administrative Salaries

(1) BUDGET ITEM NUMBER	(2) NTC POSITION TITLE	(3) SALARY PER WEEK	(4) % OF TIME TO PROJECT	(5) NO. WEEKS	(6) TOTAL AMOUNT
	TOTAL				

UNIVERSITY BUDGET FOR PRE-SERVICE TRAINING PROPOSAL

A. DIRECT COST - ADMINISTRATIVE & INSTRUCTIONAL SALARIES

1. Director $_____
2. Secretarial & Clerical _____
3. Instructors No.____ _____
4. Sum of lines 1 thru 3 _____

B. OTHER DIRECT COSTS

5. Employee Services & Benefits _____
6. Travel _____
7. Office Supplies, Reproduction, & Communications _____
8. Instructional Supplies _____
9. Required Fees _____
10. Equipment Rental _____
11. Other Direct Costs _____
12. Sum of lines 5 thru 11 _____
13. Total Direct Costs (Lines 4 and 12) _____

C. CORPSMEN COMPENSATION AND EXPENSE

		No	
14.	Experienced Teacher Salaries	_____	_____
15.	Intern Stipends & Dependency Allowance	_____	_____
16.	Total Corpsmen compensation (Lines 14 and 15)	_____	_____
17.	Experienced Teacher services & benefits	_____	_____
18.	Corpsmen Travel		_____

19. Total Corpsmen Compensation and Expenses (Lines 16 thru 18) $_____
20. Indirect Costs _____
21. Grand Total _____

University Pre-Service Budget

A. Direct Costs - Administrative & Instructional Salaries

1. Director
2. Secretarial & clerical
3. Instructional
4. Sum of lines 1 thru 3

Use attached Summary of Administrative & Instructional Salaries to arrive at specific Budget figures for items 1 thru 3.

B. Other Direct Costs

5. Employee Services and Benefits

(a) FICA @ 4.2% x $ _____ _____
(b) Workman's Comp. @ _____ x $ _____ _____
(c) Health & Welfare Ins. @ _____ x $ _____ _____
(d) Retirement/ /Pension/ / @ _____ x $ _____ _____
(e) _____ @ _____x $ _____ _____

TOTAL - Employee Services & Benefits _____

6. Travel

Mode of travel: auto/ /bus/ / air/ / other/ /
(a) Staff travel expenses (per person)
____ miles per week @ ____ per mile x ____ weeks
to transport staff members on project business _____

7. Office Supplies, Reproduction, and Communications

(a) Consumable office supplies
An estimate of consumable office supplies (such as stationery, forms, desk top supplies and materials) necessary for the administrative operation of the project

@ $ ____ per week x ____ weeks _____

(b) Reproduction
An estimate of materials needed and explain why needed. _____

(c) Communications
Base telephone rate of $ ____ per month
plus an estimated $ ____ per month for
toll calls, postage, telegrams, etc. _____

TOTAL _____

8. Instructional Supplies

Submit a general list of items needed and purpose for which they are to be used. Show cost estimates to arrive at proposed budget figure.

9. Required fees

Submit fee schedule and list of individuals for when the fees are to be paid.

10. Equipment Rental

For each item of equipment to be rented explain how it is to be utilized in the project. Itemize equipment and rental charges an attached Eqipment Rental List.

11. Other Direct Costs

Include direct costs not covered by items 1 thru 10. Show formula used to arrive at proposed budget figure.

12. Sum of lines 5 thru 11

13 Total Direct Costs - Sum of lines 4 and 11

14. Experienced Teacher Salaries

Show number of experienced teachers, salary rate at entrance level for instructors, lecturer or consultant, as appropriate and length of time experienced teachers are to be paid under the contract.

No. of Experienced Teachers	Annual Rate	Weekly Rate	No. of Weeks in Agreement	Total Salary

15. Intern Stipends and Dependency Allowances

Show the number of interns length of project in weeks, and the total stipends.

# of Interns	Length of Project in weeks	$75/wk	Total

To calculate dependency allowances show one dependent per intern times $15 per week.

16. Total Corpsmember Compensation show total of lines 14 and 15.

17. Experienced Teacher Benefits.

(a) FICA @ 4.2% x $ _____ _____
(b) Workman's Comp. @ _____ x $ _____ _____
(c) Health & Welfare Ins. @ _____ x $ _____ _____
(d) Retirement ☐ Pension ☐ @ _____ x $ _____ _____
(e) _____ @ _____ x $ _____ _____

TOTAL - Experienced Teacher Benefits _____

18. Corpsman Travel

Estimate $100 for each corpsmen who will not be recruited locally.

19. Total Corpsmen Compensation and Expenses

Total of lines 16 thru 18

20. Indirect Costs

Compute indirect costs on the bases of 8 per cent of the total of line items 13 and 19. Exclusive of local agency education costs.

21. Grand Total

Sum of lines 13, 19, and 20.

SUMMARY - Administrative Salaries

(1) BUDGET ITEM NUMBER	(2) NTC POSITION TITLE	(3) SALARY PER WEEK	(4) % OF TIME TO PROJECT	(5) NO. WEEKS	(6) TOTAL AMOUNT	(7) LEA SHARE	(8) FEDERAL SHARE
	TOTAL						

EQUIPMENT RENTAL LIST

(1) No. Req'd	(2) Item Description	(3) Cost or Value	(4) Equip. to be Rented: Charge per Month	(5) No. of Months	(6) Amount
Total Amount					

UNIVERSITY BUDGET FOR IN-SERVICE TRAINING PROPOSAL

I. FIRST ACADEMIC YEAR, 19__

	No. of Interns	Load Factor	Amount
Award for Institutional Support	_____	_____% x $2500	$_____

II. SECOND SUMMER, 19__

Intern Stipend & Dependency Allowance

($75 per wek. + $15 each Dependent) No. _____ $_____

	No. of Interns	No. of Weeks	Load Factor	
Award for Institutional Support	_____	_____	_____%	x$75 $_____

Total Stipend and Institutional Support $_____

III. SECOND ACADEMIC YEAR, 19__

	No. of Interns	Load Factor	Amount
Award for Institutional Support	_____	_____$	x $2500 $_____

UNIVERSITY BUDGET FOR IN-SERVICE TRAINING PROPOSAL

I. First Academic Year

To determine the applicable load factor use the following formula:

Full Academic load : Credit hours load carried by Interns = Load Factor

To arrive at actual budget figure use the following formula:

No. of Interns X Load Factor X $2,500 = Budget Amount

II. Second Summer

To determine figure for institutional support use the following formula:

No. of Interns X No. of Weeks X load factor X $75 per week = Amount for Institutional Support

To determine Stipend and Dependency Allowance use the following formula

No. of Interns X $90 X No. of Weeks = Amount for Stipend and Dependency Allowances

Budget figure for Second Summer consists of Amount for Institutional Support plus the amount for stipend and dependency allowances.

III. Second Academic Year

Follow above instructions for first academic year.

[From Time magazine, June 23, 1967]

UNIVERSITIES—ANXIETY BEHIND THE FAÇADE

Nothing is quite so perennially promising in its greenery, so seemingly carefree in its end-of-the-year exuberance, so timelessly secure in its traditional commencement ceremonies as a college campus in June. Last week, as alumni gathered on campuses across the nation for reunions and beaming parents strolled shaded walks with newly graduated sons, proud leaders of academe pointed to glistening new science buildings and plushly modern dormitories, talked glowingly of new plans, programs, projects. But this appearance of comfortable affluence is largely deceptive. Behind the impressive façades of most private universities and colleges there is a deep concern. They are in grave financial trouble, and many are searching frantically to close a dollar gap that threatens their very existence.

The cost crisis is not confined to the nation's marginal institutions of higher learning—the small, church-related liberal arts college, the genteel finishing school for girls. Even the giants of American education feel threatened. Despite Harvard's imposing $900 million endowment, Assistant Dean Arthur Trottenberg says that "we're worried to the point of reaching for the panic button." Columbia's president, Grayson Kirk, contends that "all our institutions face a financial problem of staggering magnitude and complexity." "Self-pity is a congenital disease of my profession," adds Yale's Kingman Brewster Jr., president of the nation's third oldest and second richest private university, "but it's almost impossible to exaggerate this problem." Yale, he says bluntly, "has never had a more difficult financial prospect—and a serious strain on resources for Yale is a crisis for other places."

SPLASHES OF RED INK

The warning splashes of red ink on university ledgers these days amply bear him out. This year, for the first time in 15 years, Harvard's Faculty of Arts and Sciences faces an operating deficit—of about $1,000,000. Rice, the best and richest private university in the Southwest, will have a deficit of more than $950,000 this year. Princeton President Robert Goheen worries about running into the red within three years; Stanford foresees a possible $2,000,000 shortage by 1969. Unless new sources of revenue are found, Yale will be faced with an annual opening deficit of more than $15 million by 1977.

Many private colleges have balanced their books only by curtailing necessary expenditures—and their presidents are beginning to worry about whether quality is being sacrificed as well. Vice President Franklin Kreml of Northwestern admits that his university's books balance, but then adds: "By God, we have problems—we're fighting for our lives. Our faculty is too thin. We have insufficient housing for students, insufficient student aid, too small a graduate program." California's prestigious Mills College cut back its administrative staff this year. Cornell's president, James Perkins, held his 1967 deficit to about $500,000, mainly by denying $2,500,000 requested by his deans for projects they considered crucial.

BACKS TO THE WALL

For such schools as Yale and Harvard, the financial crisis is relative: what is involved is not survival but the maintenance of traditional excellence. For plenty of other colleges, however, the quest for funds is a matter of life and death. "The less well-endowed university," says Brewster, "is literally finding its back to the wall as it tries to be competitive in faculty, facilities and programs." Occidental President Richard C. Gilman, while confident that his own school will survive, predicts that 250 private colleges will either merge with other institutions or collapse within the next five years. Already Temple and the Universities of Pittsburgh, Buffalo, Kansas City, and Houston have quietly surrendered their status as entirely independent private schools, have become affiliated with state systems.

From Amherst to Yankton, U.S. college presidents have a simple but thoroughly convincing explanation of the financial crisis: the cost of higher education is rising infinitely faster than academic revenue.

The rapidly expanding professorial paycheck is a major source of school deficits. Staff salaries account for about 50% of total expenses at a large university like Yale, and across the nation, professors are getting raises of 7% a year. In 1950, the national average for all college-level teachers was $5,310; today it is $11,265. Harvard, which paid its top professors no more than $12,000

in 1947, will offer $28,000 next year; its 548 full professors average $20,000. And teachers take it for granted that the average will go even higher. "The senior faculty members expect a review of their salaries every year," complains Harvard's Arts and Sciences Dean Franklin Ford. "No one seems to remember back in the '30s, when it was every four or five years." Also on the rise are college payrolls for nonteaching services. At Kalamazoo College, for example, janitorial salaries have climbed 40% in the past five years—and no one, ruefully notes Columbia's Kirk, "ever wants to endow janitorial services."

FACING COMPETITION

One reason why professorial salaries have skyrocketed is the increasing competition that private schools face from public universities. As higher education has become a politically popular field for legislators to support, the best of the state universities have found ample funds to lure professors from private universities with promises of sky-high salaries and unlimited research facilities. Some educators are worried about the growth of the public multiversities. Although two-thirds of the nation's 2,173 colleges and universities are private, their share of student enrollment has slipped from 50% in 1950 to 35% today.

New breakthrough in knowledge have led to a proliferation of specialized studies that constitute another severe strain on the resources of the private college and university. M.I.T. now offers its students an array of 2,966 courses—half of which did not exist a decade ago. Before World War II, a single professor could teach everything that Columbia expected a student to know about China; now he would pick up fragments of Sinology from 20 specialized scholars. Many of these new sciences, moreover, are primarily graduate specialties—and the universities run heavy deficits operating top M.A. and doctoral programs University of Chicago officials estimate that they spend $13,000 a year to train a grad student in medicine or biology who pays only $1,980 in tuition.

BOTTOMLESS PITS

Keeping up with new knowledge also means maintaining costly research and library facilities, which may build a university's prestige but also serve as bottomless pits for funds. It now costs Harvard $6,000,000 a year to support its huge library; a decade hence, annual maintenance will climb to at least $14.5 million. An adequate computer installation for instruction at a large university costs at least $2 million a year to rent and operate.

To be sure, state universities are not immune to the rising costs of education—but a skillful president can almost always get his regents and legislature to ante up for a new cyclotron or an added Ph.D. program in zoology. Administrators of private colleges claim that their available sources of revenue, while rising in dollar volume, no longer keep pace with expenses.

As a rule, private institutions pick up nearly 60% of their instructional costs from tuition, which has been rising dramatically in recent years. The national average has jumped from $700 to more than $1,200 in the past ten years; N.Y.U.'s soared from $940 to $2,000, Reed's from $800 to $2,200, Sarah Lawrence's from $1,551 to $2,350. At the present rate of increase, Harvard's tuition, now $2,000, will reach $5,000 by 1978. "But this is impossible," says Harvard's vice president, Lewis Gard Wiggins. "We'll have to look elsewhere for the money." Many small-college presidents are afraid that they will price themselves out of the market. The question that fathers ask, says Byron Trippett of the Colorado Association of Independent Colleges and Universities is: "What can Colorado College offer my boy for a tuition of $1,700 that the University of Colorado can't do just as well for $300?"

GOOD WILL AND GOOD WILLS

Endowment is another traditional source of income, and some private colleges are courting aging millionaires with a fervor that verges on frenzy. "We are trying to build good will—and good wills," quips University of Miami President Henry King Stanford. "Unfortunately, naming Miami in a will seems to be a guarantee of longevity." Actually, as the 100 schools that hold 92% of the nation's $12 billion in university endowments have long since discovered, inherited wealth is not the answer. Columbia, for example, has quadrupled its endowment to more than $390 million in the past 30 years, but income from this source covers only 22% of the school's expenses today, compared with 42%

in 1937. Roughly two-thirds of all endowment funds are committeed to specific uses by their donors and cannot be used for general operations.

Virtually every college in the U.S. is now embarked on a massive fund drive—and most of them are succeeding beyond their wildest hopes in getting friends, alumni and business corporations to give, and give generously. The trouble is, most drives are aimed at expanding facilities and adding new faculty, which adds to operating costs. And as the fund drive becomes a permanent rather than a periodic process, the necessary go-and-get-it zeal will become ever harder to sustain. "We are going to have to raise $1,000,000 a week for as long as the university exists," says Chicago Provost Edward Levi—and he is not sure how it can be done.

The recent injection of federal money into higher education has turned out to be both a lifesaver and an irritant. The Government now spends $4 billion a year on college campuses—half of it in support of Government-desired research, about $750 million in construction of facilities, the rest in loans, scholarships and jobs that help more than a million students to stay in school. But officials of such schools as M.I.T. and Caltech—which get about half their operating budgets from federal funds—argue that the research is only a service to Government, and that the grants do not pay the full costs of maintaining the added facilities. The American Council on Education's John F Morse contends that "most federal programs involve a drain on, rather than a strengthening of institutional resources."

TO CONVINCE THE DONOR

The campus quest for money is so pressing that academic administrators today spend most of their time in hot pursuit of potential donors. As Ford Foundation President McGeorge Bundy notes, "The private university that does not choose an entrepreneur for its president is bound to be sorry." Yale has had little reason to be sorry that it chose Kingman Brewster, whom U.S. Education Commissioner Harold Howe calls "one of the most lively voices in higher education today." Although not an educational philosopher in the style of Clark Kerr or James Bryant Conant, Brewster is an outgoing activist and analytical problem-solver who is convinced that innovation and change are the way to save the traditions of Yale. "We have to convince the donor we have something to offer," he says. "I'm sure support will depend on the ability of the institution to excite."

It is no great liability that trim, urbane, greyingly handsome Kingman Brewster, at 48, looks rather as if he had been type-cast by Otto Preminger for the job of chief salesman and spokesman for Yale. An eleventh-generation descendant of a *Mayflower* immigrant, he is every inch the patrician who enjoys academic ceremony. At the same time, says one friend, Brewster "holds a fundamental irreverence for anything stuffy, too old or established"—and delights close friends at dinner parties with his self-depreciating humor and talent for mimicry. Actually a loner who carefully guards his deepest feelings, Brewster is also gregarious enough to pre-empt center stage at bourbon-and-bull sessions with Yale's faculity and students. An ear-wearying public speaker whose official utterances are frequently pedantic and dull, Brewster shines wittily in small groups, admits that conversation rather than ivory-tower concentration provides most of his ideas. "I get more stimulation by talking to people," he says, "than by retreating to the library—it's out of the hurly-burly that I get my ideas."

CRUSTACEAN FATHER

Brewster has always been enveloped by bright conversation. His mother held an A.B. from Wellesley and an M.A. from Radcliffe, his father an A.B. from Amherst and a law degree from Harvard. Both were Phi Beta Kappa free-thinkers—and poles apart in their thinking, especially in politics. Father was what an acquaintance calls "a crustacean McKinley Republican," Mother "a Cambridge liberal Democrat." They were divorced when Kingman was six and his mother married a Harvard music professor, Pianist-Composer Edward Ballantine. Their Cambridge home, with its two grand pianos, was a setting for brilliant table talk on politics and culture from such guests as Law Professor Felix Frankfurter and Pianist Rudolf Serkin.

At Belmont Hill, a prep school founded by Harvard professors mainly for their children, Kingman settled for Bs on his report cards. "He had a tremendous brain, but there was so much else he wanted to do," recalls his Latin teacher. He edited the school newspaper, played the First Lord of the Ad-

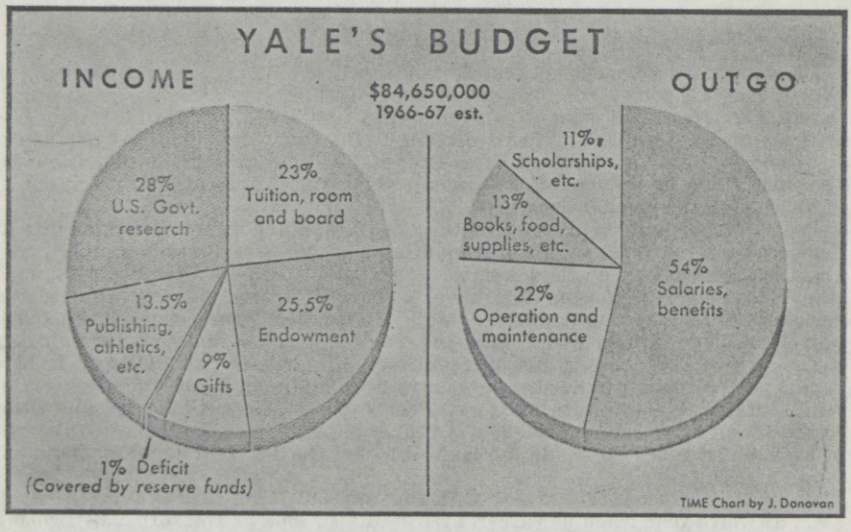
miralty in *H.M.S. Pinafore*. A star at debate, he helped beat a loquacious Groton team consisting of Franklin Roosevelt Jr. and William and McGeorge Gundy, taking the affirmative side on "whether capitalism is more conducive to war than socialism."

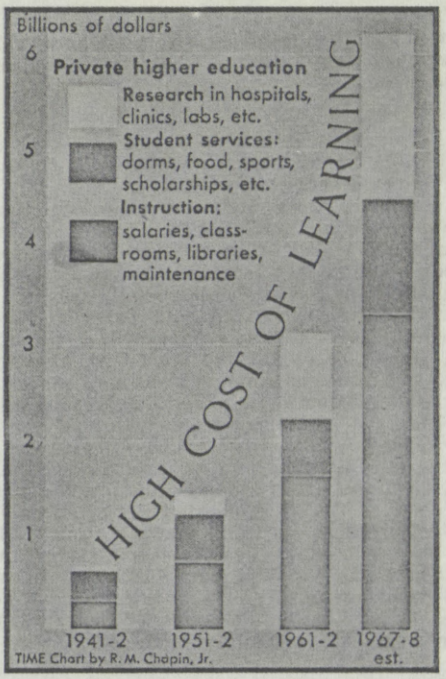
DEADLY VASSAR GIRLS

Kingman spent his summers sailing off Martha's Vineyard, became so skilled that in 1935 and 1937 he scored clean sweeps to win the Prince of Wales Cup in "Acadia"-class international competition in Nova Scotia. He is still an enthusiastic boatman who, notes a friend, "minimize his tacks by coming closer to the white water than other sailors will" and is coowner of a 30-ft. ketch, *Auriga*, with Williams President John Sawyer. Brewster sees a link between sailing and running a university, contends wryly that "there is always the infinite capacity for anticipation at the start and rationalization at the finish."

Before the start of his freshman year at Yale, Brewster asked advice on courses and teachers from a Martha's Vineyard neighbor, Yale History Professor A. Whitney Griswold. It was the start of a long friendship that grew closer when Brewster became chairman of the Yale Daily News, found Griswold a stimulating source of information about the university and a spirited conversationalist on politics. "We had a common sense of the ridiculous and the absurd," Brewster says.

Among the things that Brewster found absurd were Yale's secret societies and fraternities. Rebelliously anti-Establishment, he turned down a tap from Skull and Bones, declined the presidency of Zeta Psi fraternity, and attacked those institutions of privilege in Daily News editorials. He also wrote that Vassar girls are "the world's most deadly bicycle riders" and that girls should not wear slacks: "The women of Wellesley, Smith and Vassar must be deprived of their pants." Foreshadowing his present concerns, he noted that Yale had operated in the red by $133,588 in 1940 and warned: "No institution can long afford to carry a deficit or cut into capital resources."





WITHOUT FAIR HEARING

Brewster also became deeply interested in politics. He opposed U.S. entry into World War II, joined the isolationist America First movement, even testified before a congressional committee against U.S. aid to Britain. He also argued—as some of his New Left students do today—that students should be permitted to attend peace rallies. Looking back, Brewster sees his position as defensible at the time, since, he thought, F.D.R. was pushing the U.S. toward war without a "fair hearing and popular debate."

Pearl Harbor and the passage of the Lend-Lease Act turned Brewster into a dedicated internationalist. After graduating *cum laude* in 1941 (selected by his class as the member who "had done most for Yale"), he joined the State Department as an aide in Nelson Rockefeller's Office of Inter-American Affairs. He earned a commission as a naval aviator, served four years on antisubmarine patrol but never sighted a sub. While in service he married Mary Louise Phillips, a Vassar art major he had met at a post-football party at Yale. She quit in her senior year to marry him; they now have five children.* Eager for a career in public affairs, he entered Harvard Law School in 1945, because "law schools seem to attract an extraordinary number of the people who have the highest potential of each generation." He made the Harvard Law Review, graduated *magna cum laude.*

Brewster spent a year working with the Marshall Plan in Paris, returned to start a twelve-year teaching career, first at M.I.T., then at Harvard Law School. As a teacher, he "worked harder than I ever have before or since," he recalls. "Because of the caliber of the students, you find yourself spending most of your time on the ropes."

Brewster had been promoted to full professor at Harvard and was serving on top faculty committees when his longtime friend, Whit Griswold, by then president of Yale, asked him to become his provost. Although he had no Ph.D. and no administrative experience, he quickly accepted. His acceptance was dictated partly by his admiration for Griswold and his affection for Yale. It was also, he recalls, "a decision you make at 40 to find out what you're good at." Brewster turned out to be so good at the job that the Yale Corporation promoted him to the presidency when Griswold died in 1963.

APPOINTED PRESIDENT

There are many Brewster friends who figure that he wants to prove he is good at other things than running Yale—most likely at politics. Brewster admits that unlike most Yale presidents, he does not want to keep the post until retirement age. "To stay ten years—give or take half of that—would be bad for the institution and bad for me," he says. He does not discuss his political aims, but few expect him to aim lower than a Senate seat. In mocking reference to both his ambitions and his stylish mode of dress—mod-striped shirts handmade in Hong Kong, J. Press suits, occasionally even a black opera cape—Yale wits have dubbed him "Kingwad Tweed," claim that he wants to be "the first man appointed President of the U.S." Brewster describes himself as "a would-be Republican—but I can't find enough good ones to vote for." He voted for Eisenhower in 1952, favored Kennedy in 1960 and Johnson in 1964.

Whatever Brewster's next career choice, his advice to incoming Yale freshmen last fall will undoubtedly be his own guide as well. "The fullness or emptiness of life will be measured by the extent to which a man feels that he has an impact on the lives of others. To be a man is to matter to someone outside yourself, or to some calling or cause bigger than yourself." At the moment, that cause for Brewster is still Yale—and he has mattered much in bringing Yale into a more relevant concern with contemporary issues.

FRESH TALENT, FRESH IDEAS

Even fond admirers of Griswold are now willing to concede that Yale during the post-war years did not always live up to its reputation, tended to tolerate aristocratic old-timers at the expense of first-rate professional scholarship. Convinced that Yale is a school that should be at the intellectual service of the nation, Brewster has stocked the university with a host of fresh talents with fresh ideas. He appointed the youngest provost in the university's history, former Associate Graduate School Dean Charles Taylor Jr., who took over the post at 35. In 1964, Brewster named R. Inslee Clark Jr., then 29, as admissions dean. Clark has drawn such a diversified batch of bright, unconventional students that they call themselves "the New Guard."

Brewster has injected considerable zest into student life by replacing gentlemanly masters, mainly "Old Blue" historians, in the residential colleges with such activists as Novelist John Hersey, Historian Elting Morison and Attorney Ronald Dworkin, whose pop-art shows cause students to dub him "the mod master of electric college." Brewster also knocked out traditional course requirements so that students can select their courses more freely, set up a five-year program in which juniors can delay their studies a year in order to plunge into active social work—a hitch the students call "junior year in the jungle."

OBSOLETE LEARNING

Under Brewster, Yale has maintained its traditional strength in the liberal arts and continued to upgrade its long-weak science faculties, including the creation from scratch of a costly new department of molecular biophysics. Brewster boldly dropped the undergraduate B.E. degree in engineering on the ground that conventional engineering programs force engineers to specialize so early that they "learn things that are obsolete by the time they graduate." As a result, Yale's undergraduate engineering program is unaccredited, but students get a solid grounding in liberal arts before moving up to take their technical studies at the M.A. level.

At least two of Yale's special schools have become all but synonymous with creativity in their fields. Theater Critic Robert Brustein and a coterie of brilliant professionals known as "the Jewish Mafia" have brought sparkle and surprise to the musty Yale School of Drama—most notably in their recent production of Robert Lowell's *Prometheus Bound* (Time, June 2). Yale's Law School, under Dean Louis Pollak, stresses the social and political impact of law, while Harvard's case-study emphasis produces sharp legal tacticians. Seeking to expand Yale's horizons ever more, Brewster is deeply committed to the proposed affiliation with all-girl Vassar (Time, Dec. 30), is trying to bring the Jesuits' Woodstock Seminary from Maryland to New Haven as a partner of Yale's nondenominational Divinity School. "For the first time, Yale may be a more exciting place to be than Harvard ever was," says Biologist J. P. Trinkaus, a 17-year veteran at Yale.

All this has not necessarily made Brewster universally liked on campus. "The technocrats of the educational world came into the inner circle under Kingman," complains a former dean. Philosopher Paul Weiss contends that the president of Yale ought to be defining educational philosophy for the nation—a task that Pragmatist Brewster has little time for. Many students complain that Brewster spends too much time tending to off-campus fund raising; they regard him as an aloof, not-quite-with-it figure.

OUT OF COMPLACENCY

In the long run, Yale historians may well cite Brewster as the president who shook the university out of complacency over its declining fiscal fortunes. Yale's cash problems were easy to overlook. Its Gothic towers bespeak centuries of stability, the free-flowing lines of newer buildings by Eero Saarinen and the glossy cubes of Skidmore, Owings & Merrill convey contemporary opulence. And for years, Yale was affluent. It has been blessed with spectacular benefactors: from Standard Oil fortunes, Edward S. Harkness gave $25 million between 1924 and 1931, and John Sterling gave $39 million in the 1930s; last year Philanthropist Paul Mellon gave his alma mater an art gallery and an art collection worth $35 million.

Yet in 1963, when Brewster assumed the presidency, the Yale Corporation had to approve its first seriously unbalanced budget in history. Says one Yale official: "Can you picture all those Old Blues sitting around a table to approve deficit financing for their great university? It was a shock."

HAVING IT BOTH WAYS

Costs are outrunning income partly because Brewster is determined that Yale (enrollment: 8,673) should be both an intimate liberal-arts college on the undergraduate level and an all-encompassing university at the M.A. and Ph.D. levels. He takes great pride in the fact that "Yale is still small enough that every student and faculty member is known intimately by someone who is known intimately to me." Yale's faculty serves 3,000 fewer students, gives its undergraduates more attention than do Harvard's research-oriented professors. At the same time, Yale spends far more money on doctoral programs than does undergrad-minded Princeton. "We are trying to have it both ways," says Brewster.

Having it both ways is indeed expensive, and Yale's financial troubles lead Brewster to ruminate: "I not only live in a goldfish bowl, but I sometimes feel that someone is trying to poison the water." Since 1941, Yale's operating budget has risen from $8,000,000 a year to more than $84 million today. Brewster, after rejecting $7,000,000 worth of departmental requests this year, figures that $3,000,000 of that represents an "educational deficit" in delaying the improvement of some departments to what he considers "Yale's par." Even routine building maintenance, university supervisors say, is "five years behind"; ten residential colleges, built 30 years ago, have never had major repair work.

To keep costs under control, Brewster in 1965 hired Howard T. Phelan, a hot-shot efficiency expert from Cambridge's Arthur D. Little Inc., a management-consulting firm, as development director. Only 28 at the time, Phelan and a new treasurer, John E. Ecklund, 51, have recruited a team of young experts—a former comptroller at NBC, a director of New York's Compton Advertising Inc., an M.I.T. research director—to apply computers and systems analysis to Yale's finances. They now detail 53,000 new budget items and manage to save Yale about $1,000,000 a year. Says Phelan: "Kingman is committed to making this a showcase of how to run a university."

INNOVATIVE INVESTMENTS

The Yale Corporation* has been equally innovative in handling university investments. On the sound theory that the market value of Yale's $448 million endowment is growing each year at a roughly predictable rate, it has agreed that there is no great risk in applying part of the gain from about one-fourth of the endowment to current expenses instead of adding it to the principal. Result: $2,000,000 more that Yale can apply this year to operating expenses. University of Rochester President W. Allen Wallis, a business economist, con-

*Which includes Federal Reserve Board Chairman William McChesney Martin, New York Mayor John Lindsay, Pan American World Airways Chairman Juan Trippe, Assistant Secretary of State William Bundy.

siders the Yale policy "the most significant step taken in the financing of higher education" in recent years—and dozens of colleges are asking Yale for details.

Brewster is aware that bold endowment use and tough cost accounting will not solve Yale's long-run problems nor those of other private colleges. In speeches across the U.S., he has been advocating a revolutionary way out. He would have all colleges charge students almost the full cost of educating them, which for Yale currently means $5,520 per year. Students would borrow that amount, plus room and board charges, from the Federal Government and repay it throughout their lifetimes with an annual surcharge on their income taxes. The higher amount paid by those who earn more and live longer would offset those who are ill-paid or who die young. "It would not be resorted to except by those who needed it," Brewster explains, "and it would not cost more over the span of a generation than the society receives for its investment."

The plan intrigues some educators as a way to shift educational costs from hard-pressed parents to the generation that benefits. President Howard Johnson of M.I.T. calls it a "refreshing" approach but considers the lifetime debt "psychologically difficult," prefers some form of earlier payback. The Ford Foundation's Marshall Robinson frets about the threat of a "reverse dowry," when a woman graduate of Vassar or Smith presents a lifetime tax bill to her husband.

EFFICIENCY AND SELF-RESTRAINT

Whether or not they agree with Brewster's concept of loans for learning, college administrators desperately need to find new ways to stay solvent. There are some obvious possibilities. For one, colleges could easily become more efficient by better use of existing facilities and faculties, judicious expansion of student-teacher ratios, more independent study, televised lectures and programmed instruction. Despite a proliferation of intercollege "consortiums," there are still countless opportunities for more cash-saving cooperation. Simple self-restraint is also sorely needed; the small liberal arts colleges need not try to become second-rate universities. The field of private philanthropy is still largely an untapped reservoir: only 23% of college graduates give to their alma mater; only 600 of the nation's 5,000 large companies give significantly.

Most private-college presidents candidly conclude, however, that the long-range answer is massive federal help. "The only place the money can come from is the Federal Government—that's inevitable," says Harvard President Nathan Pusey. Even the small colleges, concedes Mills President C. Easton Rothwell, "have passed the point of no return in their acceptance and dependence upon support from federal agencies." The only real argument about federal aid is how to get it without violating what Cornell's Perkins calls "our academic virginity"—an infringement of autonomy. The U.S. Senate passed a plan (it died in a conference committee) for reducing the federal income tax by as much as $352 for parents with children in college—but some educators concede that tuition hikes would nullify the taxpayers' gain. Most prefer federal scholarships that a student could use at any school, public or private; some suggest additional grants to the school that the student selects. Almost everyone wants federal research support expanded in size, geographical spread and subjects covered. Perkins predicts that by 1970 an independent, education—controlled commission will even be channeling federal funds directly to institutions for general operating use.

GOOD V. BAD

Whatever the final prescription to cure the college cash ailments, it will be certain to drastically reshape U.S. higher education. As undergraduates gain a new mobility to go where the teaching is best, inferior schools will have to merge or die. As state universities seek ever more prevate dollars and private schools rely ever more on Government funds, the distinction between public and private education will blur. This does not bother Harvard's Pusey, who insists that "the distinction between public and private is pretty nonsensical—the important distinction is between the good schools and the bad schools."

No one wants the distinction blurred completely, since private education has traditionally pioneered new paths of learning, and by its example, has helped public universities fight for their own freedom. No educator is more dedicated to the preservation of the best values of the private university than Kingman Brewster. "Yale," he says, is free to "make up its own mind about what a good education is and hope that if it's right, the profession will come around." Full of faith in both Yale and the U.S., he is optimistic about the future. "I cannot believe," he says, "that the nation will allow the great private institutions to go to the wall."

MISCELLANEOUS MATERIAL SUPPLIED BY THE OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Amendments to title V, Higher Education Act (Education Professions Development Act) H.R. 10943

NEW OBLIGATIONAL AUTHORITY

	1968 estimate	1969 estimate	1970 estimate
National Advisory Council on Education Professions Development: Authorization	$100,000	$200,000	$200,000
Attracting qualified persons to the field of education: Authorization	----------	$2,500,000	$5,000,000
Teachers Corps:			
Authorization	$33,000,000	$46,000,000	$56,000,000
Number of teachers	6,000	7,500	9,600
Attracting and qualifying teachers to meet critical teacher shortages—Grants to States:			
Authorization	----------	$50,000,000	$65,000,000
Number of trainees	----------	[1] 25,500	[1] 33,200
Elementary and secondary teacher programs:			
Authorization	----------	$195,000,000	$240,000,000
Number of teacher fellowships	----------	14,250	17,350
Number of program development grants	----------	665	800
Improving training opportunities for personnel serving in programs of education other than higher education:			
Authorization	----------	$70,000,000	$90,000,000
Number of trainees	----------	35,000	45,000
Training programs for higher education personnel:			
Authorization	----------	$21,500,000	$36,000,000
Number of trainees	----------	3,825	6,150

[1] Numbers based on average training costs under existing NDEA institutes.

NOTE.—Table excludes continuation costs authorized beyond 1970.

New obligational authority (title V, S. 1126)

	1968	1969	1970	1971	1972
Title V education professions development (amendments to title V, Higher Education Act):					
Grants and contracts for attracting qualified persons to the field of education	----------	$2,500,000	$5,000,000	$5,000,000	$5,000,000
Preschool, elementary, secondary, adult, and vocational education personnel:					
Graduate fellowships	----------	135,000,000	170,000,000	205,000,000	240,000,000
Program development grants	----------	140,000,000	175,000,000	210,000,000	245,000,000
Preservice and inservice training	----------	70,000,000	90,000,000	110,000,000	130,000,000
Training and development programs for higher education personnel	----------	21,500,000	36,000,000	45,000,000	58,000,000
Total	----------	369,000,000	476,000,000	575,000,000	678,000,000

Expenditures (title V, S. 1126)

	1968	1969	1970	1971	1972
Title V—Education professions development (amendments to title V, Higher Education Act):					
Grants and contracts for attracting qualified persons to the field of education	----------	$1,250,000	$3,750,000	$5,000,000	$5,000,000
Preschool, elementary, secondary, adult, and vocational education personnel:					
Graduate fellowships	----------	----------	135,000,000	170,000,000	205,000,000
Program development grants	----------	----------	140,000,000	175,000,000	210,000,000
Preservice and inservice training	----------	35,000,000	80,000,000	100,000,000	120,000,000
Training and development programs for higher education personnel	----------	10,750,000	28,750,000	40,500,000	51,500,000
Total	----------	47,000,000	387,500,000	490,500,000	591,500,000

RESPONSES OF OFFICE OF EDUCATION TO QUESTIONS FROM SENATOR JAVITS

(May 25, 1967)

Q. Title I of ESEA provides that funds should be expended in areas having high concentrations of children from low-income families. However, this legislation provides that Teachers Corpsmen shall be used in areas having "concentrations of children from low-income families." Why do you feel that the Teachers Corps should not also cover "high" concentrations, especially in the light of the Administration's opposition last year to the Senate's eliminating "high" from Title I of ESEA?

A. At the present time, guidelines encourage projects to be conducted in schools where at least one-half of the children are from low-income families. However, the legislation does not include such language. The addition of the word "high" to the legislation would, therefore, be acceptable to both program officers and the Administration.

Q. The fear has been expressed that recruitment of teachers by the Teacher Corps will make teacher hiring more difficult for remote non-poverty rural areas now experiencing difficulties in securing teachers. What are your views?

A. The Teacher Corps does not recruit experienced teachers. Experienced teachers who serve as team leaders do so mostly in their own schools. Last year 72% of the team leaders served in their own areas. This year we expect that about 90% of the team leaders will be selected by the schools from among their own teachers. Last year 42% of the Teacher Corps interns, BA graduates who are not teachers, came from the local area. This year we estimate that it will be 50% or more since present interns, in behalf of their school systems and universities. will recruit at nearby campuses. Because of nationwide publicity some 30% to 40% of applications will come directly to the Teacher Corps. Their names will be submitted to programs in their areas in which they have asked to serve. Further. since the Teacher Corps recruits new sources of manpower for the teaching profession, the program should benefit non-poverty rural areas in the final analysis.

Q. The House has seen fit to extend the Teachers Corps for two years instead of the three years requested by the Administration. Is this two-year extension satisfactory to you?

A. A three-year extension is preferable to a two-year extension. The major weakness of Teachers Corps is that local schools and universities have not had enough time for planning. Any extension that increases the opportunity to plan will make possible more effective, less expensive programs.

Q. Does not the Administration find it inconsistent on one hand to advocate adding a local control provision for the National Teachers Corps but to fight against adding such provisions in other education legislation?

A. The Teacher Corps has always emphasized local control. The language change represents no policy change for the Corps. The "local control" amendment is also consistent with all other educational policies of the United States Office of Education. Visibility for this principle was simply required in the case of the Teacher Corps program.

Q. Does the OE have sufficient experience to indicate what becomes of individuals after leaving the Teachers Corps? Do they continue teaching in poverty areas? Do they engage in training others for poverty-area teaching service? Is there any OE program for Teacher Corps "veterans"?

A. Since the Teacher Corps program is one designed for two years of service the program has not yet "graduated" its first class of veteran Teacher Corps members. However, an opinion survey was taken of the members by the Office. In this survey 91 percent of Teacher Corps interns did say they would continue in teaching; 81 percent in poverty schools. Experience with Master of Arts in Teaching Programs that have many elements of Teacher Corps training indicates that more teachers stay on the job when they have received specialized training in the teaching of the disadvantaged than do teachers trained at the undergraduate level for no specific teaching assignment.

Q. It has been indicated that of 10,000 applicants for the Teacher Corps only 1,213 were selected. Given the shortages of teachers in poverty areas, are those who cannot be used referred to school boards needing poverty-area teachers? Is there any special disposition with respect to the 88 percent of applicants who cannot be used?

A. All applicants have been asked for permission to refer them to school systems. Almost all applicants have granted this permission. Their names have been offered to any school system that is interested. Their names have also been made available to a central clearing agency, but such agencies charge a fee for making references. Articles have also appeared in various publications of NEA which inform school districts that Teacher Corps-Washington has files on hand of persons who wish to serve in poverty areas.

Q. Since the Federal Government furnishes all teachers in BIA schools, why does the Administration recommend amending the Act to provide OE funds—which otherwise would go for Teachers Corpsmen in the States—for the Teacher Corps for these BIA schools? To put it still another way, why should one Federal agency give subventions to another—should not Congress eliminate the "middleman" and give BIA the additional funds?

A. The Administration is requesting authority to place Teacher Corps teams in BIA schools because it is thought that such teams could greatly benefit the children in the schools. At present, BIA does not have the authority to employ or fund a two-year master's program combining both pre-service and in-service training for specialized teachers of low-income children. The Indian children now residing in or attending BIA schools would not receive the same benefits from simply increasing BIA funds to employ more "regular trained" teachers as they would from two years of service from Teacher Corps specialized personnel.

RESPONSES OF OFFICE OF EDUCATION TO QUESTIONS FROM SENATOR JAVITS

(June 23, 1967)

Q. Amendments to Title V of the Higher Education Act contained in this bill provide for training programs for higher education personnel. There are similar provisions presently contained in Title III of the Higher Education Act for higher education personnel in developing institutions. How does the Department contemplate avoiding overlap and duplication?

A. Faculty and administration improvement programs assisted under title III of the Higher Education Act of 1965 are arranged directly with developing institutions and are individually tailored to meet the special problems of a minority of the Nation's colleges which are isolated academically from the mainstream. On the other hand, training and development programs under the proposed title V–E would be open to attendance and participation by faculty, administrative personnel and educational specialists at any institution of higher education. This should be particularly beneficial to the great majority of institutions which are educating most of our young people. These are not developing institutions, yet with the greater demand for college education, they will be educating millions of persons who deserve and expect an education in our democracy. Our expanding junior and community colleges will be in particular need of greater numbers of well-qualified faculty in the immediate future.

The Office of Education foresees no problem of overlap or duplication since title III is aimed at the struggling institution, whereas the new title V–E would have a broader scope and would be directed toward improving the qualifications of personnel serving in colleges which are clearly in the center of American higher education.

Q. House Report 373 on H.R. 10943 indicates that the Advisory Council on Quality Teacher Preparation originally established by Part B of Title V of the Higher Education Act was never appointed. Why was this not done?

Sec. 523(1) of the Higher Education Act provides that the Commissioner shall consult with the Advisory Council on fellowship allocation problems where an "urgent national need" is involved. In the absence of the Council, what has the Commissioner done in such instances?

A. The determination to select highly qualified persons for the Advisory Council on Quality Teacher Preparation meant that careful consideration was being given to candidates for that Advisory Council.

This process was nearing completion when the legislative recommendations for a Presidentially-appointed National Advisory Council on Education Professions Development was submitted in the Administration's legislative proposals for 1967 (S. 1126). It was, therefore, decided to await action on this proposal for a higher-level Council instead of proceeding with the appointment of the title V Council while awaiting Congressional acceptance or rejection of the proposed President's Advisory Council.

Section 523(1) of the Higher Education Act of 1965 provides for an equitable distribution of fellowships under title V–C throughout the States. An exception to this geographical distribution requirement is permitted only to "meet an urgent national need" after the Commissioner has consulted the Advisory Council on Quality Teacher Preparation, Since fellowship programs have been distributed throughout the Nation the special exception has not been exercised. In approving fellowship programs the Commissioner has had the advice of panels of experts and consultants, as authorized in section 524(c).

Q. This bill proposes a National Advisory Council on Education Professions Development with its own staff, etc. Under P.L. 532 (83rd Congress), there was established in 1954 a National Advisory Committee on Education which was never activated. Could not this National Advisory Committee on Education measure be amended so as to include the activities contemplated in the Administration bill and then be finally activated?

A. The National Advisory Committee on Education authorized in 1954 by P.L. 532 (83rd Congress) would have had the broad scope of studying problems of national concern in education. The mission of the National Advisory Council on Education Professions is more precisely defined.

The proposed Presidentially-appointed Advisory Council is given the responsibility of reviewing all educational manpower programs which to be sure is not a narrowly-restricted function—but a mandate which is nevertheless not so general as the 1954 authorization.

The proposed Advisory Council would carry out a role for educational personnel training programs similar to that of the National Advisory Council on the Education of Disadvantaged Children provided for by title I of the Elementary and Secondary Education Act of 1965. Its authorization should, we think, be in the Education Professions legislation.

Q. Page 9 of the House Report on H.R. 10943, the provisions of which we are now considering, notes that the bill contemplates that Titles V and XI of the NDEA will not be extended after they expire on June 30, 1968. Does the Department share this view? Does the Department feel that there is an interconnection between the proposed amendments to Title V of the Higher Education Act now before us and NDEA?

A. The proposed new Part D of title V encompasses all of the authority in titles V–B and XI of the National Defense Education Act. We do not think it is necessary to extend those titles. Since those titles do not expire until June 30, 1968, the Committee will have an opportunity before then to determine that the regulations, guidelines, and funding levels for the Education Professions Development Act will adequately cover the programs presently supported under the NDEA authority.

Q. As has been pointed out by the NEA, while the legislation before us provides for a National Advisory Council on Education Professions Development, no provision is made for the number of members to be appointed or their qualifications. What do you believe should be the Council's composition?

A. The House Committee's version (H.R. 10943) provides for a 15-member National Advisory Council on Education Professions Development. If it is deemed desirable to specify the number in the legislation, that number of 15 members seems reasonable. The Council would, under the terms of the legislation, be required to include persons broadly representative of the fields of education, the arts, the sciences, and the humanities, as well as the general public. A majority would be engaged in teaching or teacher-training.

Q. The bill provides for a program to attract professionals and aides into the field of teaching. Would the Department support an amendment to give priority to recruitment for those entering the teaching field in areas of high concentration of poverty?

A. The proposed section 532(b)(5) of S. 1126 provides for programs or projects to prepare teachers and other educational personnel to meet the special needs of the socially, culturally, and economically handicapped. Emphasis will be given, therefore, to persons going into areas having high concentrations of poverty. The purpose of the Teacher Corps is to attract persons into teaching in such areas. If the Committee wishes, in the Statement of Purpose (Section 501) of the Education Professions Development Act, to emphasize the aim of attracting persons into teaching in areas of poverty, we would have no objection to specific language to that effect.

Q. The Committee presently has before it the Bilingual Education Act (S. 428), of which I am a cosponsor, which amends Title VI and Title XI of the National

Defense Education Act to provide programs for the training of teachers of bilingual children. How does the proposed amendment to Title V of the Higher Education Act affect the objectives sought by S. 428?

A. We believe that the key to the education of children who come from non-English speaking backgrounds is well-trained teachers who can handle two languages well and are versed in the history and culture associated with such language backgrounds. We would think it appropriate to refer to this in section 532(b); but, whether or not it is specifically mentioned, projects for training teachers for bilingual programs would be eligible.

Q. Part C of Title V of the Higher Education Act is amended by including "child development" among the categories which might be included in the fellowship program? The National Education Association in its House testimony raised the question of a definition of "child development." How do you feel this should be defined? Do you believe a definition in the statute might be desirable?

A. Just as counselors have helped teachers particularly at the high school level, child development specialists should be trained to assist teachers of children in the preschool and early elementary years. We do not think a definition should be attempted in the legislation since this is a developing area and it would be unwise to rigidly limit the concept. In general, child development involves training in psychology, mental health, and the problems of emotionally disturbed children. The Office of Education would consult with experts in the field in defining the term in regulations.

Q. Sec. 514(a)(1) provides that an experienced teacher who is leading a teacher team under the Teacher Corps shall be compensated at a rate agreed to by the local agency and the Commissioner of Education. Given the objections that have been raised as to some very high salaries given such experienced teachers and the fact that other provisions bring in the State authorities, do you feel the State authorities should be included in Sec. 514(a)?

A. The modifications contained in the Administration's proposed legislation and in the version reported by the House Committee clearly provide for approval of the Teacher Corps program of a local educational agency by the State educational agency. One aspect of that program would be the compensation paid to experienced teachers pursuant to the agreement between the local educational agency and the Commissioner.

RESPONSES OF OFFICE OF EDUCATION TO QUESTIONS FROM SENATOR PROUTY

(May 25, 1967)

Q. I note that you are requesting that authority for the Teacher Corps be transferred from Title V of the Higher Education Act of 1965 to Title I of the Elementary and Secondary Education Act.

Why do you feel that the purposes of the Corps would be better served under the ESEA; and at the same time why wouldn't the program for the preparation of personnel in the education of handicapped children, which is now provided under P.L. 85-926, not also be transferred to ESEA?

A. It is appropriate that the Teacher Corps program be placed in Title I of the ESEA since it is currently administered jointly with other elementary and secondary education programs by the Bureau of Elementary and Secondary Education. The Teacher Corps was enacted with the mandate to supplement teaching staffs in poverty schools and to train new teachers for the disadvantaged. Only schools having concentrations of children from low-income families are eligible for Teacher Corps projects. In this respect the Teacher Corps is directed to the same schools as Title I. Teacher Corps teams have been at work this year in Title I schools, providing an added resource to assist teachers in poverty schools. The program for training personnel for the education of the handicapped is currently administered jointly with other such programs for the handicapped by the Bureau of the Handicapped. It would, therefore, seem most appropriate to continue the present method of administration for this program.

Q. Would you explain to the Committee how salaries for experienced teachers are determined?

I noted in testimony given before the other Body earlier that the average salary is $8,770 for the first year and $9,800 for the second. This would appear to me quite high when you compare it to the average annual salary of classroom teachers in the United States which is $6,828. My understanding is that only San Francisco pays more than what experienced teachers are now receiving,

which I understand is an average of $10,248. Furthermore, 92% of all classroom teachers earn less than $8,500. It would appear to me that the continuation of salaries at this level does a great disservice to our dedicated teachers who are performing the same work for far less pay and publicity. Would you care to comment?

A. Experienced teachers who serve as team leaders are paid according to local scales for comparable training, experience and responsibilities. Team leaders generally have master's degrees and 5 to 8 years of experience. Most of them are also paid a stipend for their supervisory responsibilities as team leaders for 3 to 4 interns on the basis of local stipend scales for such responsibilities. The schools selected their better trained and more experienced teachers as Teacher Corps team leaders. Rather than a disservice to the dedicated Teachers in the schools, such service, therefore, has offered them an opportunity for greater responsibility and recognition.

Q. For years we in Vermont, and I assume that other States, have had teacher training programs whereby senior education majors are assigned to particular schools in Vermont to practice teach for a number of weeks. The cost of this is borne by the student and the institution and is part of the curriculum. Would you comment on how this differs from the Teacher Corps?

A. The qualifications of a senior education major involved in practice teaching are quite different from those of a Teacher Corps intern. A senior education major is by definition an undergraduate student without any academic credentials at the time of his or her internship. The student or practice teacher, therefore, costs the school in terms of time demanded from the resident faculty and money in terms of bonuses paid to such faculty for undertaking the supervision of a student-teacher.

The conditions under which the student-teacher does his or her practice teaching also differ greatly from those conditions in which the Teacher Corps interns do service. Most practice teaching is carried out in model schools rather than in the poverty schools. Usually, the student-teacher is not held responsible for taking university courses or performing service to the community in projects outside regular school hours.

On the other hand, a Teacher Corps intern is a highly qualified person by the time he begins his practice teaching in a school. He has his BA and has completed pre-service training in the education of the disadvantaged. He is part of a team; he is supervised by and learns from a team leader outside the resident faculty. As such he contributes supplementary staff to the school rather than costing the school in terms or money and the time of the resident faculty. The conditions under which a Teacher Corps intern earns his master's and does his "practice teaching" are far from those of the model school. He must deal with schools which report at least 50 percent of their enrollment is low-income. He must work closely with university faculty and the community while earning his master's and doing his service. The demands on his time are, therefore, twice as great as those of the student-teacher.

Q. You will remember that during our deliberations on the Higher Education Act of 1965, we passed an amendment which provides for 100% loan forgiveness for students with NDEA loans who agree to teach in certain schools which have a large proportion of disadvantaged children. Does this loan forgiveness apply to the Teacher Corpsmen also?

A. NDEA loan forgiveness does not apply to Teacher Corps interns because they are not regarded as having assumed full responsibility of teaching in the classroom. Theoretically, loan forgiveness does apply to the Teacher Corps experienced teachers. As the basic requirement for an experienced teacher to qualify for the Teacher Corps is a master's degree and five years of teaching experience, very few of these experienced teachers are still receiving loan forgiveness. The best estimate is fewer than 20 out of 268 experienced teachers now with the Teacher Corps program, are receiving this NDEA loan forgiveness.

Q. Do you feel that stipends, even at the reduced level of $75 a week, are necessary to attract dedicated personnel in the Teacher Corps, especially since Peace Corpsmen and VISTA volunteers dedicate two years of their lives to serving the less fortunate for only a $50 month stipend?

A. At $75 a week subject to federal, State and local taxes, the Teacher Corps interns will receive substantially less than the stipend paid to a person on a graduate fellowship. VISTA and Peace Corps Volunteers receive clothing, housing, food, and money put aside in a bank in addition to their monthly allowance. It will be as hard to live in the big cities of America on $75 a week as it is for a Peace Corps Volunteer to live in most parts of the world. At the end of their

first year, most Teacher Corpsmen will receive offers of greater pay, but, so far, have chosen to be trained in this way in order to be able to do a better job.

Q. At present, who determines what schools the Corpsmen will serve in—is it the State Department of Education, the local school districts or your office?

A. The local school systems themselves request and develop Teacher Corps programs in cooperation with a nearby university that offers a master's degree program. The joint proposals must be approved by the State Department of Education. The legislation requires a distribution of programs among the States based on percentages of the population in poverty. Teacher Corps in Washington has the authority to finally approve projects only on the basis of quality determined by criteria established for such projects.

COMPARISON OF TEACHER CORPS PROVISIONS OF ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967 AS PROPOSED BY THE ADMINISTRATION IN S. 1125 AND THOSE FOUND IN H.R. 10943

Act amended: National Teacher Corp.

Section number of Amendments: 111.

Title of Section: Teacher Corps program transferred and reconstituted as part B of title I of Elementary and Secondary Education Act of 1965.

Description of provisions: Transfer, without substantive changes, the existing statutory language, relating to the National Teacher Corps from title V of the Higher Education Act of 1965 to title I of Public Law 89–10, where it would become part B of that title (with its sections renumbered appropriately and all references to Teacher Corps authority changed accordingly).

Relation to existing authority: Current law makes Teacher Corps part B of title V of the Higher Education Act of 1965.

Purpose: This change would make clearer the supportive relationship of the objectives of the Teacher Corps program—which is intended to supplement teaching staffs in schools in areas with high concentrations of children from low-income families, as well as train teachers for the disadvantaged—to the objectives of the present title I of the Elementary and Secondary Education Act of 1965 (title II of Public Law 81–874) which would be designated as part A of title I of that Act.

Relation to H.R. 7819, as passed the House: No provision.

Relation to H.R. 10943, as reported: Teacher Corps retained in title V of the Higher Education Act, and "National" stricken from the title. Authority to recruit, select, and enroll Teacher Corps members would be vested in institutions of higher education and local educational agencies, rather than in the Commissioner. Persons with two years toward a Bachelor's degree would be eligible, and only teaching teams (not individual teachers) could be assigned to local educational agencies. Except in special circumstances, only 90 percent of a Corps member's salary would be paid with Federal funds. The Commissioner would be authorized to give technical assistance to local educational agencies and institutions of higher education for carrying out their responsibilities and to conduct an information program concerning teaching opportunities and needs.

Teacher Corps members would, in all cases, (rather than "to the extent practicable") be assigned among the States, on the basis of a formula based on the ratio of schoolchildren within the State to the number of schoolchildren in the United States. Members could be reallocated among States.

Members of the Teacher Corps would be ineligible for loans under Title II of NDEA and for Educational Opportunity Grants under Title IV of HEA.

Section number of Amendments: 112.

Title of Section: Extending Teacher Corps authority.

Description of provisions: Authorize an appropriation of $36 million for fiscal year 1968 and such sums as may be necessary for fiscal years 1969 and 1970. Also authorize appropriation of such sums for fiscal year 1971 as may be necessary to enable any teacher-intern who had not completed his program of practical and academic training to continue this program for not more than one year.

Relation to existing authority: Under current law, the authorization expires at the end of fiscal year 1967.

Purpose: Not applicable.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as reported: Authorizes appropriation of $33 million in fiscal year 1968, $46 million in fiscal year 1969, and $56 million in fiscal year

1970, plus such sums as may be necessary to enable any teacher-intern to complete his program in fiscal year 1971.

Section number of Amendments: 113.

Title of Section: Requiring approval of State educational agency.

Description of provisions: Require prior approval, by the appropriate State educational agency, of arrangements between the Commissioner and local educational agencies to furnish Teacher Corps members to the local educational agencies, and of arrangements between the Commissioner and institutions of higher education or local educational agencies to provide training (preservice and inservice) to Teacher Corps members.

Relation to existing authority:

Purpose: Not applicable.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as report: Incorporated into Section 513(a)(4).

Section number of Amendments: 114.

Title of Section: Limiting compensation for teacher-interns.

Description of provisions: Provide that teacher-interns would be paid at the lowest rate paid full-time teachers by the local educational agency to which they are assigned, or at the rate of $75 per week plus $15 per week for each dependent, whichever is less.

Relation to existing authority: Current law provides that teacher-interns are compensated at the lowest rate paid full-time teachers in the local educational agency to which they are assigned.

Purpose: Not applicable.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as reported: Incorporated into Section 514(a)(2).

Section number of Amendments: 115.

Title of Section: Clarifying authority of local educational agency to reject particular members assigned to such agency.

Description of provisions: Explicitly states the principle, already implicit in existing law, that no Teacher Corps member may be assigned to any local educational agency unless the agency finds the member acceptable.

Relation to existing authority: Not applicable.

Purpose: Not applicable.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as reported: No provision.

Section number of Amendments: 116.

Title of Section: Authorizing acceptance of gifts on behalf of Teacher Corps.

Description of provisions: Authorize the Commissioner to accept gifts of money, property, or voluntary and uncompensated services, and to use these gifts in furtherance of the purposes of the Teacher Corps.

Relation to existing authority: This provision is similar to the authority already vested in the Director of the Peace Corps.

Purpose: Not applicable.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as reported: Becomes new section 513(a)(7).

Section number of Amendments: 117.

Title of Section: Authorizing assignment of Teacher Corps members to schools for Indian children operated by the Department of the Interior.

Description of provisions: Increase the allocation of Teacher Corps teams for Puerto Rico and the Virgin Islands from 2 to 3 percent, and authorize allocations of teams to schools for Indian children operated by the Bureau of Indian Affairs.

Relation to existing authority: Current law requires that Teacher Corps teams teach in schools operated by a local educational agency. Teams cannot, therefore, teach in BIA schools.

Purpose: Broadening the limitations on Teacher Corps assignment would allow teams to teach some of our Nation's most disadvantaged youngsters—Indian children in Interior Department schools—and would be consistent with the concern shown for these children in other Titles of ESEA.

Relation to H.R. 7819 as passed by House: No provision.

Relation to H.R. 10943, as reported: Becomes part of Section 513(c)(2).

Section number of Amendments: 118.

Title of Section: Authorizing assignment of Teacher Corps members to special programs for children of migratory agricultural workers.

Description of provisions: Authorize assignment of Teacher Corps members to any State educational agency or other public or private nonprofit agency

which provides a program for educating children of migratory agricultural workers. This would make it possible to make experienced teachers or teaching teams available for teaching in migrant camps if this appears necessary and feasible in order to meet the special educational needs of these children.

Relation to existing authority: Current law limits Teacher Corps participation to programs conducted by local educational agencies. Members cannot, therefore, teach in State-operated programs for migrant children, and cannot be assigned to migrant camps to teach.

Purpose: The broadening of this authority would allow Teacher Corps members to be assigned to some of our Nation's most educationally deprived children—migrants. This is consistent with the special attention shown these children in other Title I programs.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as reported: Becomes new Section 518. Definition of "migratory child of migratory agricultural worker" is broadened to include such child, even though he resides in a local educational agency up to 5 years—in conformity with the amendment to the definition made in the Elementary and Secondary Education Amendments of 1967.

Section number of Amendments: 119.

Title of Section: Conforming Amendment.

Description of provisions: Changes a cross-reference to grants under title I of ESEA to take account of an amendment to that act made in 1966.

Relation to existing authority: Not applicable.

Purpose: Not applicable.

Relation to H.R. 7819, as passed by House: No provision.

Relation to H.R. 10943, as reported: No provision.

H.R. 10943—Higher Education Amendments of 1967

New subpart 2 to title V of HEA (Green amendment)

Act amended: Title V of Higher Education Act of 1965—Teacher Programs.

Section number of Amendments: 4.

Title of Section: New Subpart Added to part B of Title V of the Higher Education Act of 1965.

Description of provisions: Adds subpart 2—Attracting and Qualifying Teachers to Meet Critical Teacher Shortages.

New Section 551 authorizes $50 million for fiscal year 1969 and $65 million for fiscal year 1970, for grants to States to enable them to support efforts of local communities experiencing critical teacher shortages to (1) attract persons in the community otherwise employed into teaching and provide them, through intensive short-term training and subsequent inservice training, with necessary skills and (2) obtain teacher aides and train them.

New Section 552 reserves 3 percent of the appropriation for outlying areas. From the remainder, each State is allotted an amount based on its public and private elementary and secondary school enrollment.

New Section 553 provides for a State plan, designating the State educational agency as the administrator, setting forth a program for attracting and training teachers and teacher aides, ensuring that funds will be allocated to local educational agencies having the most urgent need, assuring that one-third of a State's allotment will be used for teacher aides, and assuring that no person will be denied training because he is preparing to teach or serve as a teacher aide in a nonpublic school.

New Section 554 provides for payments to States, in installments, in advance or by way of reimbursement, with necessary adjustments.

New Section 555 provides that a State agency must be allowed reasonable notice and opportunity for hearing before its application may be denied.

New Section 556 provides for judicial review of final action of the Commissioner.

Relation to Existing Authority: The new subpart 2 is in addition to the Teacher Corps, which becomes subpart 1. The Teacher Corps is also designed to attract and train qualified persons, to alleviate the teacher shortage. However, the Corps is recruited by institutions of higher education or local educational agencies (under H.R. 10943) or by the Commissioner of Education (under current law). Applications for teaching teams are made by local education agencies, with the approval of the State department of education. Although teams are allocated among States on the basis of school enrollment, to the extent practi-

cable, the program is not a State plan program. Additionally, Teacher Corps funds may be used to pay the salaries of members.

ELEMENTS OF THE EDUCATION PROFESSIONS DEVELOPMENT ACT AS CONTAINED IN S. 1126 WHICH ARE DELETED BY H.R. 10943

Program development grants for *undergraduate* programs to train elementary and secondary teachers.

Authority to contract for training of elementary and secondary personnel with public or nonprofit agencies, including professional and scholarly associations.

Training programs for persons in educational and other related agencies.

Training programs for State educational agency personnel and persons responsible for or involved in the planning and administering of educational programs.

Authority to train persons in educational *or other related agencies* on the higher education level (e.g., regional laboratories, WICHE, State higher education commissions).

HIGHLIGHTS OF HOUSE COMMITTEE BILL H.H. 10943 TO AMEND AND EXTEND TITLE V OF THE HIGHER EDUCATION ACT OF 1965 (TEACHER CORPS AND EDUCATION PROFESSIONS DEVELOPMENT)

The provisions of the bill (H.R. 10943) ordered reported by the House Committee on Education and Labor as compared with the Administration bill (H.R. 6232) on higher education and the Teacher Corps provisions of the Administration bill on elementary and secondary education, have the following major features (no mention being made of provisions identical or substantially identical with the Administration proposal):

1. *National Advisory Council on Education Professions Development.*—H.R. 10943 puts an appropriation ceiling of $100,000 for FY 1968 and $200,000 for each of the next two fiscal years on this section. The Council would be empowered to appoint its own staff instead of having the Commissioner of Education furnish staff assistance. The Council would consist of 15 members appointed by the President.

2. *Talent Search* (§ *504*).—H.R. 10943 put an appropriation ceiling of $2,500,000 for FY 1969 and $5,000,000 for FY 1970 on this section. It would authorize contracts (as distinguished from grants) with private agencies, institutions, or organizations only after consultation by the Commissioner with the National Advisory Council.

3. *Teacher Corps.*—(a) The name of the corps would be Teacher Corps instead of National Teacher Corps.

(b) The bill would authorize to be appropriated $33,000,000 for FY 1968 (as compared with Administration's proposal for $36.1 million), and $46,000,000 for FY 1969 and $56,000,000 for FY 1970. The Administration had requested "such sums as may be necessary" for those two years.

(c) The authority to recruit, select, and enroll Teacher Corps members would be vested in institutions of higher education and local educational agencies (under contracts or other arrangements with the Commissioner), although the Commissioner would be authorized to give technical assistance to local educational agencies and institutions of higher education for carrying out such arrangements and to conduct an information program as to teaching opportunities and needs.

(d) Completion of two years of education toward a baccalaureate degree (instead of attainment of such a degree would suffice). (The educational objective for teacher-interns would be an "appropriate" degree rather than necessarily a "graduate" degree.

(e) The Commissioner would no longer be authorized to prescribe criteria for a teacher-intern educational program.

(f) The Commissioner could not pay more than 90% of Teacher Corps members' salaries, except in "exceptional cases" during the first year of a local educational agency's participation.

(g) The allocation formula would be based on public and private school enrolment rather than the number of children counted in the States for title I of the Elementary and Secondary Education Act of 1965, to the extent practicable. (Reallotment authority would be inserted.)

4. *Attracting and Qualifying Teachers to Meet Critical Teacher Shortages.*—The bill would authorize appropriation of $50 million for FY 1969 and $65 million for FY 1970 (to be allotted on the basis of children enrolled in public and private elementary and secondary schools) for 100% grants to States (on the basis of approved State plans) to enable them to support efforts of local communities experiencing critical teacher shortages to (1) attract to teaching persons in the community who have been otherwise engaged and give them short-term intensive teacher training and subsquent in-service training, and (2) obtain the services of teacher aides and provide them with necessary training to increase the effectiveness of classroom teachers.

5. *Education Professions Development.*—

a. Retains, in the teacher fellowship part of the Act (part C), §524(b) (with minor amendment) authorizing grants to and contracts with institutions of higher education for developing or strengthening graduate teacher education programs. The Administration had intended to replace this provision with a broader authority (§531 of the Administration bill) for support of *undergraduate* or graduate development programs for educational personnel below the higher education level, but the subcommittee omitted that section.

b. Authorizes appropriation of $195 million for FY 1969 and $240 million for FY 1970 for the teacher fellowship part including the cost of graduate development programs (§524(b)).

c. Authorizes $70 million for FY 1969 and $90 million for FY 1970 for teacher training programs below the higher education personnel level.

d. Includes provisions for grants to or contracts with institutions of higher education to assist them in covering the cost of courses in training or study (including short-term or regular session institutes and other preservice and in-service training programs) for persons serving or preparing to serve as teachers, administrators or educational specialists in such institutions, and for establishing and maintaining fellowships (except fellowships eligible for support under title IV of the NDEA). The Administration bill would have included authority to pay all or part of the cost of *development* programs for higher education personnel. H.R. 10943 authorizes $21½ million for FY 1969 and $36 million for FY 1970 under this part.

COMPARISON OF HANDICAPPED PROVISIONS OF "ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967" AS PROPOSED BY ADMINISTRATION (S. 1125) AND AS PASSED BY HOUSE (H.R. 7819)

S. 1125, as introduced	H.R. 7819, as passed by House
PART E—AMENDMENTS TO TITLE VI OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND RELATED AMENDMENTS	
Regional Resource Centers	
Section 151. Would amend title VI by adding a new part B which would authorize $7.5 million for fiscal 1968 and such sums as may be necessary for the 4 succeeding years for grants to, or contracts with, institutions of higher education and State educational agencies for the establishment and operation of regional centers designed to develop and apply the best methods of appraising the educational needs of handicapped children to provide services to assist in meeting such needs.	Section 151. Identical except that $7.5 million is authorized for fiscal 1968 and for fiscal 1969.
Section 152. Would amend title VI by adding a new part C which would authorize $1 million in fiscal 1968 and such sums as may be necessary for the 4 succeeding years for grants to, and contracts with, public and private agencies, organizations and institutions for projects designed to encourage persons to work in the fields of education of the handicapped and to disseminate information concerning educational opportunities for the handicapped.	Section 152. Identical except that $1 million is authorized for fiscal 1968 and for 1969.
Transfer of Definition; Technical Amendments	
Section 153. No provision.	Section 153.
Subsection (a) transfers section 602 (Definition of "Handicapped") to the end of the title and redesignates such section as section 613.	Same, except that the word "seriously" before "emotionally disturbed" is deleted in such definition.
Subsection (b) amends section 601 by (1) adding a new heading for subsection (2) (grants subsection); (2) designating subsection (a) of such section as section 601; (3) designating subsection (b) (appropriations) as section 602; and (4) adding a new heading to such section 602.	Identical.
Subsection (c) amends section 701 of title VI to correct omissions in Public Law 89–750; i.e., including title VI in the definition of "State" and making title VII definitions applicable to title VI.	Identical.

Short Title	
Section 154. Would amend title VI by adding a new section 614 which would make "Education of the Handicapped Act" the short title of title VI.	Identical.
Indian Children and Department of Defense Schools	
Section 155. Would amend section 603(a)(1) to include authority for payments to the Department of Interior and the Department of Defense for the education of handicapped in schools for Indian children and in overseas dependents schools, respectively, operated by such departments.	Section 155. Identical.
Expansion of Instructional Media Programs To Include All Handicapped Children	
Section 156. Would amend section 1 (statement of purpose) of Public Law 85–905 (captioned films for the deaf) to include all handicaps.	Section 156. Identical.
Section 157. Would amend section 2 of such act by adding a new paragraph (4) which would define "Handicapped."	Section 157. Same, except the word "seriously" is not included before "emotionally distrubed."
Section 158. Would amend section 3 of such act by substituting "handicapped" for "deaf."	Section 158. Identical.
Section 159. Would amend section 4 of such act by raising the authorization from $5 to $6 million in fiscal years 1968 and 1969 and from $7 to $8 million in fiscal 1970 and each succeeding year.	Section 159. Identical.
Amendments to Section 302 of Public Law 88–164	
Section 160. Would amend section 302 (authorizes grants for research and demonstration projects in the education of the handicapped) of Public Law 88–164 to authorize contracts, as well as grants.	Section 160. Same, except that the word "seriously" before "emotionally distrubed" is deleted in the definition of handicapped.

COMPARISON OF HANDICAPPED PROVISIONS OF "ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967" AS PROPOSED BY ADMINISTRATION (S. 1125) AND AS PASSED BY HOUSE (H.R. 7819)—Continued

S. 1125, as introduced	H.R. 7819, as passed by House
TITLE III—FEDERALLY AFFECTED AREAS	
PART A—AMENDMENTS TO PUBLIC LAW 874 AND PUBLIC LAW 815	
Clarifying Definitions of "Federal Property"	
Section 301. Would amend sections 15(1) or Public Law 815 and 303(1) of Public Law 874 (definitions of "Federal property") to make clear that Federal property includes any interest (under an easement, lease, license, permit, or other arrangement, as well as any improvements on such property even though such property is subject to State and local taxation.	Section 201. Identical.
Effective Date for Certain 1966 Amendments	
No provision.	Section 202. Would delay the effective date of amendments made by sections 204 and 229 until after fiscal year 1969 which exclude as Federal property any property on which children reside and for whom a local educational agency cannot or will not provide free public education.
PART B—ASSISTANCE FOR SCHOOLS IN DISASTER AREAS	
Extension of Programs	
Section 311. Subsection (a) would amend section 16(a)(1)(A) of of Public Law 815 to extend the program of school construction assistance in major disaster areas for 5 years (through fiscal 1972).	Section 211. Two year extension.
Subsection (b) would amend section 7(a)(1)(A) of Public Law Law 874 to extend for 5 years the program of assistance to schools damaged by major disasters for operating expenses.	Two year extension.

Assistance to Public Schools When Nonpublic Schools Are Destroyed

Section 312. Would amend section 16(a) of Public Law 815 to authorize assistance to public schools for construction when a private school in the area served by the public school has been destroyed and will not be replaced, therby increasing the need for public school facilities.

Section 212.9 Identical.

Modifying Conditions of Eligibility With Respect to Local Effort and Minimum Damage Required

Section 313. Would amend section 16(a) of Public Law 815 and section 7(a)(2) of Public Law 874 to (1) require that the local educational agency is utilizing, or will utilize all financial assistance available (rather than requiring a reasonable tax effort and the exercise of due diligence in availing itself of other financial assistance) and (2) require that the need for $1,000 or 0.5 percent of the current operating expenditures for the preceding fiscal year, whichever is less.

Section 213. Identical.

Determining Level of Education To Be Restored

Section 314. Would amend section 7(a) of Public Law 874 to authorize restoring the level of education to the level at the time of the disaster rather than the level of the last full fiscal year.

Section 214. Identical.

Including Technical, Vocational, and Other Special Schools

Section 315. Would amend section 16(a) of Public Law 815 and section 7(a) of Public Law 874 to include, as eligible for assistance, any public agency which operates schools providing vocational, technical, or other special education to children of elementary or secondary school age.

Section 215. Identical.

Clarifying Authority for Minor Repairs

Section 316. Would amend section 7(b) to make clear that disaster funds under Public Law 874 may be used to make minor repairs in the same way that schools now may use current expenditures for such repairs.

Section 216. Identical.

Need for Additional Number of Teachers

The current shortage of teachers makes it imperative that we accelerate our efforts to increase the supply of elementary and secondary school personnel. Research studies show that the elementary and secondary education teacher shortage is grave and likely to continue, especially in selected critical fields.

It is expected that the public schools of the United States will continue to expand their enrollments at the rate of approximately one million students per year. This will necessitate an increase of about 50,000 new teachers each year to accommodate this increase. We must also be prepared to train enough new teachers to replace those who will be retiring each year and those who leave the profession for various reasons. This figure is estimated to be about 175,000. Approximately 30,000 new teachers are needed to relieve overcrowding and eliminate part-time sessions. If we are to provide for desirable instruction and services not now provided we would need to add about 20,000 additional teachers. A serious effort should also be made to replace those persons now teaching with a sub-standard certificate. Approximately 10,000 such teachers are now employed.

On the basis of the above figures it appears that approximately 285,000 new teachers will be needed each year if we are to meet the current teacher shortage. This is far more than is currently entering the profession each year.

The greatest shortage of teachers is in the elementary schools. This condition is likely to continue. The preponderance of the instructional task is centered in the elementary school and is likely to increase in size and scope as the demand for nursery school and kindergarten increases. It has proved to be more difficult to encourage students to prepare for elementary school teaching than for secondary school teaching.

Justification of Program Development Grants to Undergraduate Teacher Education Programs

(PART D, SECTION 531, S. 1126)

In order to alleviate the teacher shortage it will be necessary to provide financial assistance to teacher training institutions enabling them to recruit and train an ever increasing number of teachers. Since most of our teachers are trained at the undergraduate level, grants for strengthening teacher education at this level would be most appropriate. It should be noted that 45 States and the District of Columbia require only a bachelor's degree in order to qualify for an elementary school teaching certificate. The training of these teachers occurs at the undergraduate level and in many cases is inferior in nature due to the lack of funds needed in order to develop an excellent teacher education program.

Grants to undergraduate teacher education programs would make it possible to attract and hold better faculty members. Funds would be available for the purchase of much needed teaching devices such as audio-visual equipment, programmed learning, and closed circuit television. Grants to undergraduate teacher training programs would make it possible to improve student teaching and internship experiences by allowing colleges and universities to work more closely with local school districts. In fact it would make it possible to provide for joint appointments of public school teachers and college faculty.

Undergraduate grants would also assist in providing a better geographical distribution of teacher training institutions of quality. Since most teachers are trained in the State where they are likely to teach it seems imperative that we assist in developing strong teacher education programs in every State and region. This would assist in making certain that every American boy and girl received an education of quality. Otherwise we are likely to have great sections of our population receiving an inferior education because of poor teachers.

The concept that every teacher should hold a graduate degree is an admirable one; however, it will be many years before this is likely to happen. In the meantime it would seem that financial aid to undergraduate teacher education programs, where most of our teachers are prepared, would be highly desirable and beneficial. An important point to note is that expanded programs for the training of teacher aides and other nonprofessional educational personnel are absolutely essential in our efforts to ameliorate the teacher shortage as well as to improve

the quality of teaching enabling teachers to devote more time to the teaching process. This training of teacher aides properly takes place in an undergraduate setting.

Many of the teachers and other educational personnel needed for the early childhood years (including preschool and the elementary grades) do not need to go beyond a bachelor's degree.

Senator YARBOROUGH. Thank you. All right, the hearing is adjourned.

(Whereupon, at 12:01 p.m., the subcommittee recessed to reconvene at 10:30 a.m., Monday, June 26, 1967, in executive session.)

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