

22 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

I recommend the Education Professions Act of 1967 to:

Combine and expand many of the scattered statutory authorities for teacher training assistance

Provide new authority for the training of school administrators, teacher aides, and other education workers for schools and colleges.

Improving student loan programs

In the Higher Education Act of 1965, Congress authorized a program to support state guarantees for student loans made by banks and other lending institutions. For students of modest means, the Federal Government also subsidizes the interest cost.

The program has become an example of creative cooperation between the Federal Government, the states, private financial institutions and the academic community.

Though it began in a time of tight credit, the program is off to a promising start. This year, it is expected that loans totalling \$400 million will be made to nearly 480,000 students. By 1972, outstanding loans are expected to total \$6.5 billion.

I have asked all of the government officials concerned with the program—the Secretary of Health, Education, and Welfare, the Secretary of the Treasury, the Director of the Budget, and the Chairman of the Council of Economic Advisors—to review its operations in consultation with state and private organizations concerned.

If administrative changes in the program are necessary, we will make them. If any amendments to the legislation are in order, we will submit appropriate recommendations to the Congress.

SPECIAL PROGRAMS FOR SPECIAL NEEDS

Educating poor children

Over the past two years, we have invested more than \$2.6 billion in improving educational opportunities for more than ten million poor children. This has been an ambitious venture, for no textbook offers precise methods for dealing with the disadvantaged. It has also been rewarding: we have generated new energy, gained new workers and developed new skills in our effort to help the least fortunate.

Dollars alone cannot do the job—but the job cannot be done without dollars.

So let us continue the programs we have begun under Head Start and the Elementary and Secondary Education Act.

Let us begin new efforts—like the Head Start Follow Through program which can carry forward into the early grades the gains made under Head Start.

The Teacher Corps

Young as it is, the Teacher Corps has become a symbol of new hope for America's poor children and their parents—and for hard pressed school administrators.

More than 1200 interns and veteran teachers have volunteered for demanding assignments in city and rural slums. Teacher Corps volunteers are at work in 275 schools throughout the country: helping children in 20 of our 25 largest cities, in Appalachia, in the Ozarks, in Spanish-speaking communities.

The impact of these specialists goes far beyond their number. For they represent an important idea: that the schools in our Nation's slums deserve a fair share of our Nation's best teachers.

Mayors and school officials across the country cite the competence, the energy, and the devotion which Teacher Corps members are bringing to these tasks.

Perhaps the best measure of the vitality of the Teacher Corps is the demand by school districts for volunteers and the number of young Americans who want to join. Requests from local schools exceed by far the number of volunteers we can now train. Ten times as many young Americans as we can presently accept—among them, some of our brightest college graduates—have applied for Teacher Corps service.

The Teacher Corps, which I recommended and which the 89th Congress established, deserves the strong support of the 90th Congress.

I recommend that the Teacher Corps be expanded to a total of 5,500 volunteers by the school year beginning in September 1968.

I propose amendments to enhance the role of the states in training and assigning Teacher Corps members.