

developed to train people to work with the disadvantaged. The recent 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.

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 student;

Supplementary teacher-related responsibilities, in public school classrooms which constitute an unprecedented two-year in-service 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. It has evoked the pride of men and women who have committed themselves to developing a skill in teaching disadvantaged children—many of whom have specifically sought the challenge of a difficult job most people shun.

The hardest teaching positions to fill occur in the schools with the poorest equipment, the least desirable locations, and students with the greatest educational handicaps. Even apart from these problems, however it is not easy to find highly qualified persons who are willing to become members of the instructional staff at deprived schools.

This is one of the reasons why I disagree with those who feel that our slum schools will be able to solve all of their problems if they are just given large sums of money.

Simply making more money available to the schools of poverty will not by itself enable them to buy solutions to all of the problems which years of neglect have wrought nor can it assure the kind of educational programs which will meet the needs of disadvantaged children. Of course, raising the quality of education for such children requires a substantially increased investment in their schools. While I recognize the great importance of the home environment and influences other than the school itself, I am nevertheless confident that, if schools in disadvantaged areas had received the same level of support through the years as the schools in more affluent areas, their educational programs would be in better shape and students in these schools would not be so far behind. But money alone cannot compensate for all of the educational deficiencies which plague disadvantaged areas.

We are doing much to assist the local schools to meet the needs of educationally deprived children. Under title I of the Elementary and Secondary Education Act, the Federal Government assists local educational agencies to meet the educational needs of deprived children by special remedial and enrichment programs. Local teachers and teacher aides participating in these programs are working in ways they have never been able to work before to improve educational opportunities for disadvantaged children. So I think we are doing much to assist local school districts in the improved utilization of their educational resources—of teaching staffs and aides to teachers.

The Teacher Corps complements these efforts, because 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 have difficulty 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.

The Teacher Corps by virtue of its nationwide recruitment of college graduates fills a need which cannot well be met in other ways. Our young people are a great national resource. The Corps attracts talented young people. It appeals to their idealism and their need to commit themselves to offer service to the good of society. I think we would be failing in our responsibility to give disadvantaged children the best possible educational opportunities if we turned our backs on these who are willing to give two years of service to assist local teachers by helping them provide more individualized attention for children in the classroom.