

bers serve are brought to bear on the kind of teacher training programs which our future teachers are receiving. The energetic, able men and women chosen by institutions of higher education to head Teacher Corps training centers are entering into meaningful cooperation with the local schools in developing improved teacher training programs. Let us emphasize that the distinctive characteristic of the Teacher Corps is that the training and service aspects are developed together so as to be truly responsive to local needs.

In accord with this principle of diversity and local autonomy, the kinds of service which Teacher Corps members render in the educational programs of elementary and secondary schools differ from school to school, depending upon the needs as local teachers and school administrators see them. The availability of Teacher Corps teams makes it possible for school principals to undertake fresh approaches to specific problems which have not been tackled because of the scarcity of teachers trained and committed to work with deprived youngsters.

There are many ways the Teacher Corps can help communities provide better educational programs for disadvantaged children. In the area of early childhood education, recent evaluations of experience in Head Start and other pre-school programs seem to indicate that the benefits of such programs will be lost, particularly if not followed through in the primary grades. Many Teacher Corps members are now serving in elementary school projects. Keeping in mind that projects should be tailored to meet local needs, I believe that in many places we will find that schools will wish to use Teacher Corps members in programs designed particularly to improve the programs in the primary grades. It is in the first three grades that so many disadvantaged children fall behind and lose interest in learning because the school environment is not stimulating to them and teachers do not have time to give them the close attention and human understanding they need.

I have touched on some of the educational reasons which I believe make the Teacher Corps a unique program worthy of expansion. Mr. Richard Graham, Director of the Teacher Corps, will discuss the Corps in action and provide specific examples of its impact across the Nation.

We are proposing a number of amendments—based on practical experience—which we believe will strengthen the program.

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 Teachers 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.