

Elementary and Secondary Education; J. William Rioux, Acting Associate Commissioner for Education of the Handicapped; Richard Graham, Director, National Teacher Corps; Albert L. Alford, Assistant Commissioner for Legislation; John F. Hughes, Director, Division of Compensatory Education, Bureau of Elementary and Secondary Education.

Mr. BRADEMAs. Would it be appropriate to insert in the record the fact sheet describing the legislation which the Department has prepared?

Chairman PERKINS. Without objection, that may be done.

Mr. BRADEMAs. Could I also ask unanimous consent that there be included the text of the President's Message on Welfare of Children?

Chairman PERKINS. That will be done.

(The documents referred to follow:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

I. FACT SHEET: 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.