

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. FACT SHEET: 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