

The budgetary situation is that we are asking for a supplemental appropriation for the Teacher Corps in this budget year of \$12.5 million, and for 1968 we are asking for \$36 million for the Teacher Corps in the 1968 budget.

Mr. Chairman, what I have presented to you brings together our existing programs and all of the amendments we are suggesting for action by this committee.

Just to review very briefly, the Elementary and Secondary Education Amendments of 1968 include five items: The first of them is the "Teacher Corps." The second is the "Comprehensive educational planning," which we have discussed some this morning.

The third is a series of innovations in vocational education which I have not brought to this committee and which will be discussed subsequently.

The fourth is the expansion of educational opportunities for handicapped children and the several amendments there; and the fifth, the series of miscellaneous amendments which we have outlined this morning.

Mr. Chairman, I don't know how you wish to proceed, but if it is your wish, what I would request would be that you ask Mr. Graham to make a brief statement about the Teacher Corps since this is the first of these elementary and secondary education amendments.

Chairman PERKINS. If there is no objection, Mr. Graham will proceed with his statement. The complete text of his prepared statement will appear at this point.

STATEMENT OF RICHARD GRAHAM, DIRECTOR, TEACHER CORPS, U.S. OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and members of the Committee.

It is a privilege to appear before you to tell of the first year's work of the Teachers Corps. Commissioner Howe has described the country's need for more teachers who are willing to work with disadvantaged children. I will concentrate on what the Teacher Corps is doing to help meet that need.

The Teacher Corps actually is a series of local programs, each developed through mutual planning by a school district and a nearby university and the State Department of Education.

The local school identifies children with special needs and—in partnership with the university—submits its proposal for use of Corpsmen to the State Department of Education. When approved by the State, the proposal is submitted to the Teacher Corps.

Experienced teachers are nominated as team leaders by their school systems and are selected by the universities. Corps member interns are recruited locally and nationally. After screening by the Teacher Corps, intern applicants are selected for preservice training by the local schools and universities.

Corpsmen are hired, fired and can be reassigned by officials in the schools where they work and learn.

But special training for teachers in poverty neighborhoods is a job few local schools or colleges could do alone. In most cases, the schools who most need specially trained teachers can least afford to hire them, let alone establish training programs of their own.

A national base for recruiting produces more candidates of high quality and Federal funds make the program financially feasible for a poorer school.

The Teacher Corps provides another important element—team spirit. A recent Harvard graduate told one of our staff members he would "never have gone it alone." He said he would have felt incapable of doing by himself what he can do and is doing as a member of the Corps.

Commissioner Howe has made it very clear that teachers must receive special training to work in inner city schools. Many teaching interns have served tours