

Mrs. GREEN. I have one other question.

How do you coordinate this program with the institutes for the training of teachers who work with the disadvantaged?

Mr. GRAHAM. In this past year there was very little coordination, we will say, during that period of preservice training. It is proposed this year, by the institutions, that they feel they can do a better job with both programs if they work them together. Certainly we would hope that they will, and we will give them that encouragement.

Mrs. GREEN. Are you planning for that coordination at the Federal level?

Mr. GRAHAM. Certainly we have not yet done so, but it has been with the understanding, as we talked with each of these institutions, that this is something that they felt would help improve their programs, and it would certainly have our encouragement.

Mrs. GREEN. Is the goal of both the institutes for the training of teachers for the disadvantaged and the Teacher Corps the same?

Mr. GRAHAM. Yes, many of them are.

Mrs. GREEN. Did you propose that the institutes for the training of teachers for the disadvantaged also be transferred to the Elementary and Secondary Education Act?

Mr. HOWE. No; we made no such proposal.

Mrs. GREEN. Why?

Mr. HOWE. Mrs. Green, we are bringing under the higher education amendments, which we haven't discussed here in detail, a proposal which we call the Education Professions Development Act, as a title of the higher education amendments. This proposal will pull together a fairly large proportion of our various teacher training and other professional training authorities in the Office of Education, make them broader and make them more flexible.

We have left the major portion of our various teacher training authorities and special authorities for training librarians, counselors and so forth, as portions of that proposal.

We are also suggesting that we get authority to train administrators, to train teacher aides and other kinds of personnel. That will come in our higher education amendments.

We have seen the Teacher Corps as an enterprise which benefits greatly from the national recruiting aspect which it has. The very fact that we were able to get 10,000 applicants for the Teacher Corps as an initial series of applicants in a very short period of time a year ago indicates that this has real potential for bringing more people into education on a very active and important basis.

So it seemed to us we ought to keep this as a discrete activity and that we ought to relate it to elementary and secondary education.

Mrs. GREEN. But in response to the question which Congressman Gibbons asked you as to why you transferred, you gave your answer that these teachers are going to work in the elementary and secondary school. The Teachers Professions Act would provide differently, would it? They will not work in the elementary-secondary schools?

Mr. HOWE. I think the only difference would be a difference in degree, perhaps not a difference in principle. But you have a kind of close and immediate involvement over a 2-year period in the career of a Teacher Corps member with exactly the kind of activity that title I of the Elementary and Secondary Education Act encourages.