

significance of education for our time. By your actions in the past decade you have amply demonstrated your commitment to American education.

Suffice it to say that the fulfillment of each citizen's hopes and the solution of our society's most crucial problems demand that we continue to improve our Nation's educational opportunities.

Improvement, however, can only come through careful assessment of what has proven successful in the past and careful planning for what appears to be needed in the future. I feel strongly that these hearings, early in the first session of a new Congress, provide a useful opportunity to carry out this assessment and planning. Thus, I am pleased to appear before you today to discuss certain key measures of our 1967 legislative proposals for education.

The Elementary and Secondary Education Amendments of 1967 contained in H.R. 6230 build upon a number of our most successful existing programs and, also, call for the establishment of several vitally needed new programs. All of these amendments are worthy of your support. At this time, however, I would like to restrict my remarks to two proposals which I feel are especially deserving of comment—the Teacher Corps and comprehensive educational planning.

I do not wish to discuss the Teacher Corps in detail. I understand that my colleagues, Commissioner Howe and Director Graham, fulfilled that task most admirably in their testimony last week.

Chairman PERKINS. Excuse me, Mr. Secretary. I forgot to recognize our distinguished Commissioner of Education, Mr. Harold Howe, also Assistant Secretary, Mr. Ralph Hewitt.

Secretary GARDNER. And Nolan Estes, head of the Bureau of Elementary and Secondary Education.

Chairman PERKINS. Yes; he was here the other day.

Secretary GARDNER. I do wish to make clear, however, what I consider to be the most outstanding feature of the Teacher Corps.

First, the Teachers Corps is designed to help in alleviating one of the most crucial problems of our time: the education of disadvantaged youth. All too often children raised in city ghettos, in underdeveloped rural areas, on Indian reservations, or in migrant labor camps are faced with a life almost devoid of the opportunity to gain individual and material success.

Teacher Corps volunteers carry with them or develop skills specifically geared to the problems of underprivileged youth. Perhaps more important, however, they carry with them an intense personal concern for the children they teach. If a child is deprived and alienated, neither money, buildings, nor books can in themselves make him interested in learning.

Most often, the crucial ingredient is an inspired, considerate, and concerned teacher who is able to respond to the needs of each child. We have many such teachers regularly employed in our schools today. But we need many more, especially in economically disadvantaged areas. The Teacher Corps is helping to provide such dedicated teachers with the opportunity to serve where they are needed most. We must continue this effort.

A second feature of the Teacher Corps is the positive influence it is having upon educational practices. Many Teacher Corps volun-