

However, we see the pitfalls of ambiguous and overlapping authority as being inherent in the proposed provision for Teacher Corps members to be assigned to groups "not in a regular school, groups taught by a public or other non-profit agency."

I believe there is grave peril implicit in the assignment of Teacher Corps teams to groups of children "not in a regular school," groups which do not answer directly to the public education regulatory authorities of the states in which they operate.

Generally, speaking, children who most need an inspired and competent Teacher Corps are the very children whose entire educational and cultural background is so far below par that a monumental effort will be required just to lift them to the norm; just to enable them to compete on anything like an equal footing with their more economically privileged peers.

This effort will demand the concerted, coordinated efforts of all arms of public education, an effort which would bring to bear in the most efficient manner all the professional resources the states and the federal government, together, can muster. The available funds should not be diffused among many, unrelated agencies.

On the other hand, there is the problem of the migrant worker's child, and of the minority group child in rural areas where the state's own public education system, for whatever reason, is not functioning adequately, is not meeting the educational needs of children.

The amendment as it now stands no doubt reflects the Committee's entirely justifiable concern about this very problem.

But I do not think volunteer schools, or schools operated by various other private non-profit agencies are the answer.

The Committee has already moved toward solving the problem by the requirement, embodied in the National Teacher Corps legislation, that local educational agencies must receive approval from the state educational agency before receiving Teacher Corps services.

However, regulatory authority over quasi-public or private non-profit educational institutions varies widely from state to state, and the educational standards and practices of such independent educational agencies are varied. Moreover, many state education departments are not adequately staffed to provide valid evaluation of these institutions.

To strengthen duly constituted systems of public education within the several states and to assure maximum benefit from Teacher Corps services, it would appear advisable to incorporate in the legislation an explicit requirement that Teacher Corps members be assigned only to public schools and to such special federal educational institutions as the schools operated by the Bureau of Indian Affairs.

It might also be wise to construct the 1967 amendments so as to give state education departments some powerful incentive to assign Teacher Corps teams for schools in deprived *rural* as well as deprived urban areas. The Committee might also consider further incentives designed to encourage state education departments to establish permanent or mobile schools for the children of migrant workers, in areas where such schools are needed and do not exist. Matching funds or special grants, keyed to eligibility for receiving Teacher Corps teams, could be devised to provide this incentive.

Such an approach should have a dual effect: It should improve public education in deprived local areas while, at the same time, improving the public education program at the state level. Such an approach might also have *lasting* impact on both state and local education. Schools, once constructed, mobile units once purchased and put into operation as traveling classrooms, will create a self-sustaining demand for the education they bring to disadvantaged children in out-of-the-way places. This approach, I believe, would strengthen the already existing public education structure of the states, consolidate efforts to help underprivileged youngsters, and avoid possible fragmentation of the federal assistance program among a multitude of private and quasi-public volunteer educational organizations. The important objective is to get Teacher Corps teams not only into the blighted areas of our large cities, and to areas where there are temporary concentrations of migrant workers, but also to get these teams into chronically depressed and educationally neglected rural farm areas. Using the Teacher Corps thus to strengthen public schools in depressed rural areas would affect not only the immediate education of children in those areas. It would