

Because of staff and budget limitations, the division of plans and supplementary centers has not been able to achieve a satisfactory response to the request of the advisory committee relative to site visitations to determine reliability and validity of project requests, and postapproval visits to determine the effectiveness of the project.

That the State role in title III continue to be that of advisory to the U.S. Commissioner of Education.

The need for support and development of education centers, each serving its own region and forming one link in a nationwide network of centers.

It is a distinct pleasure for me to appear before you this morning to discuss and support the administration's legislative proposals as embodied in the Elementary and Secondary Education Act Amendments of 1967, H.R. 6230.

Before I enter into that discussion and express that support, however, I should like to commend this committee for its very positive contribution to the entire spectrum of American education as evidenced in the historic Public Law 89-10.

Further, I want to assure you that from my experience what you envisioned is being fulfilled—not perfectly, but in significant strides.

It was to be expected that legislation as revolutionary and of such magnitude as ESEA would meet with problems. However, if the spirit that initiated it prevails, it cannot but be an effective vehicle in improving all of American education.

One factor in the successful implementation of ESEA is the staff of the U.S. Office of Education. The people I have had the privilege to work with in that Office have been both highly competent and genuinely professional.

Permit me, Mr. Chairman, to address myself to H.R. 6230, a bill to strengthen and improve programs of assistance for elementary and secondary education.

In general, on the basis of experience, the proposals it embodies reflect a necessary evolution of Public Law 89-10 in the pursuance of both quality education and educational opportunities.

I would strongly support the extension and expansion of the National Teacher Corps program for the following reasons:

The unprecedented shortage of teachers, especially in urban slums and depressed rural areas, is a matter of record.

We need trained, creative, committed teachers to work with the disadvantaged.

The concept of teacher-intern is realistic.

Our present culture is such that this type of dedication can be made attractive to young people who impound a vast reservoir of talent and willingness to serve.

My current experience in a migratory area applauds your extension of this program to migrant groups. This would not only benefit the children of migratory workers. It would enable the local school system—in this instance, the Gilroy Unified District—to improve its stability and its effectiveness in the education of the children of the permanent community. I would likewise support the amending of title V (ESEA) to include statewide educational planning. Quality education and the needs of children necessitate rational and complete planning.