

disciplines. Also, we have come to understand better the vital educational role played by school administrators and school board members and now realize that we must pay more attention to their training and orientation.

However, not only have educational personnel needs changed, but also there is every indication that they will change even more in the future. What passes for adequate training today may well prove obsolete within 5 years or a decade.

The Education Professions Act calls for a more systematic approach to meeting the staffing needs of our schools and colleges. To accomplish this will require a degree of flexibility not now available. It will require that categorical legislation specifying types of courses, levels of instruction or target groups give way to broader and more flexible authority that can be immediately responsible to emerging needs.

The act would direct the Commissioner to conduct both long- and short-range forecasts of manpower needs for all categories of educational personnel. He would subsequently have the authority to plan and establish appropriate training programs. The Commissioner's training plans would be subject to annual review by Congress and the guidance of a National Advisory Council on Education Professions Development.

Also, the Commissioner would be expected to consult regularly with the Department of Labor, the National Science Foundation, and the National Foundation on the Arts and Humanities.

With this broader legislation—

We could move quickly to meet heavy new demands such as the current need for preschool, adult education, and junior college personnel;

We could assure better prepared teachers with more relevant training to attack the problems of vocational education;

We could develop a more ample supply of faculty in fields outside of presently authorized categories; for example, business education and sociology;

We could build an expertise into the backgrounds of school board members and school and college administrators in order to enable them to discharge their complex responsibilities more competently;

We could strengthen the auxiliary staffs of schools: librarians, nurses, school psychologists, et cetera;

We could experiment with new ways of structuring teaching tasks, relieving teachers of extraneous duties which diminish their professional roles;

We would be able to retrain teachers in surplus subject matter fields to teach in shortage areas.

I believe this legislation is essential if we are to reinforce the base of talented educational personnel. Technological developments may come to play a significant role in the education process, but they will not replace human intellectual and social resources.

Finally, I would like to reemphasize the significance of the Teachers Corps as a part of the Nation's arsenal in the war against illiteracy and educational deprivation. Let me comment on one or two characteristics that are essential to its effectiveness as an instrument for attracting talented volunteers into teaching.