

—Since 1965, the Office of Education has supported the training of over 18,000 teachers in the field of vocational education.

The critical need for teachers continues and, according to a nationwide study, is more acute this school year than it was a year ago. Total enrollments in public elementary and secondary schools reached a new peak of 43 million last fall. To meet the demand for teachers, to reduce class size, to replace teachers leaving their positions, and to eliminate the number of teachers not having adequate training, thousands of additional teachers are needed. Today, more than 5 percent of our schools' teaching force—approximately 90,500 full-time teachers—do not meet their State's certification standards. Properly qualified teachers must be employed if our country's children are to achieve their full educational development.

This need was accentuated with the funding of massive Federal aid programs. Much testimony has already been given that the largest problem encountered by the States and local school districts in administering Title I of the ESEA was the finding of enough qualified people to make the programs work. As our quest of quality in these programs increases and the de-emphasis on hardware continues, this problem will become greater.

Current programs are handicapped in meeting the changing manpower requirements of our schools and colleges. Legislative authority is fragmented over many laws, each enacted to meet a specific need and each administered in accordance with separate legislative intent. Applications must be fashioned to meet the differences in law instead of educational needs. Current inflexibility is apparent.

1. Title XI of NDEA even after liberalization amendments cannot provide training at less than the graduate level, which precludes institutes for sub-professionals.

2. Institutional development grants are given only in conjunction with Title V(c) HEA fellowships. Yet, an institution of higher education may need such a grant to prepare for good fellowship programs, or it may find its educational needs would be better met if such a development grant were made in conjunction with an institute program.

3. The teacher fellowship under Title V(c) program does not support the training of junior and community college teachers. Yet, these institutions are growing rapidly and are experiencing the same staffing problems as schools at the elementary and secondary education level. Although NDEA fellowships can be used to train junior and community college teachers, there is no flexibility to support programs for them at less than the Ph. D. level.

4. Institute authority includes many subjects. Other important ones, however, are not supported, including health education, anthropology, sociology, psychology, business education, and physical education.

5. Present programs do not really permit a continuum of teacher education from the undergraduate level through the special programs of continuing education for master teachers. A university's master plan for such a continuum can now be supported only on a piecemeal basis, as each application is submitted and reviewed as a separate entity.

6. Education programs for specific educational groups or problems may not readily fit into any specific subject area—for example, the problems of teaching at the preschool level.

Obviously, such a patchwork of programs is ill equipped to solve some of the severe educational manpower needs and hardly lends itself toward sound educational planning at any level.

EXPLANATION OF THE AMENDMENT

The Education Professions Development Act would begin to bring order out of our current patchwork of laws and would continue our efforts to strengthen and broaden teacher education programs at all levels. Specifically, the proposal provides for (1) a review of educational needs, (2) the recruitment of qualified persons in the field of education, (3) expansion of the current Title V(c) fellowship program to include preschool and adult and vocational education personnel, (4) separate program development grants, (5) new preservice and inservice training, (6) broad programs for the education of persons in higher education. A National Advisory Committee on Education Professions Development will be established to assist in the development of policy matters arising from this law and to review all Federal programs supporting the training of educational personnel.