

thorized to utilize these loans as a part of the matching for the opportunity grant. At the moment such a provision might mean little, since the guaranteed loan program is experiencing difficulty. But if the many problems which the program is encountering are solved, it can be an important fourth ingredient in the Federal program of assistance and can conveniently be almost interchangeable with the NDEA loan program. We see no logic in allowing NDEA loans to be used to match opportunity grants and prohibiting the use of guaranteed loans for this purpose.

We strongly support the proposed Education Professions Development Act, title V. There is no question that all levels of education—higher education as well as elementary, secondary, vocational, and adult education—need a greatly expanded supply of teachers and other professionals. There are special needs in preparing students for undergraduate teaching. Over the next decade, tens of thousands of additional teachers and other professionals, most of them educated at a level below the doctor's degree, will be needed in the Nation's junior colleges and technical institutes and at the freshmen and sophomore years, especially, at 4-year colleges and universities.

Present Federal legislation in teacher education is piecemeal and does not give the Commissioner of Education the needed flexibility to establish programs at any level appropriate to need. At present there are Federal programs to support the preparation of teachers for elementary and secondary work and for university and upper division teaching at the doctoral level.

Unquestionably the doctorate will continue to be regarded as essential for many who will devote their lives to teaching and research in institutions of higher education. There is, however, an increasing need, especially in the 2-year colleges, but also in 4-year undergraduate colleges for teachers whose education is at the subdoctoral level. There is no program to support this kind of preparation. Title V will do much to fill this gap.

A survey of the Nation's graduate schools now being made by the American Association of Junior Colleges, in cooperation with the Association of State Colleges & Universities, shows that over 200 colleges and universities, public and private, in every part of the United States, are now offering programs to prepare students for teaching positions at the undergraduate level, or are planning to do so. Federal assistance is clearly needed to develop these programs.

A list of these institutions will be filed by these associations in a supplementary statement.

We urge one change in the proposed legislation. We believe that section 507 of H.R. 6232 and H.R. 6265 should be amended so that Federal grants for teacher training may be made beginning in the fiscal year 1968 rather than in 1969. A failure to begin in fiscal 1968 because of delays in the appropriations process, may mean that the whole program will be delayed for more than 1 additional academic year.

The large number of universities which are now offering programs, or actively planning to do so, is an indication that these institutions can make an effective use of Federal funds now, in the coming fiscal year, both for planning and development and for the education of graduate students.