

While it is well known that our country faces a serious shortage of teachers, and that this bill seeks to respond to this question, I feel that it is equally important that we strengthen it by specifically recognizing the special needs of teachers who are already teaching and who have not had an opportunity to leave work for an extended year's study in their field of teaching or to develop further skills in another field in which they may have found new interests.

I heartily endorse section 532(b)(1) of H.R. 6232 which specifically refers to various subject matters such as history, civics, reading, international affairs, and the arts and humanities, in addition to education-type courses, as those which might be included in programs that institutions could provide for teachers who are presently in specific teaching fields.

Paragraph (2) refers to guidance, remedial speech and reading, child development, and educational media as other areas of study for the teacher.

Reference is also made in other paragraphs to special programs for teachers of preschool children, or disadvantaged children, of handicapped children, as well as programs for administrators and other school personnel.

This bill authorizes the Commissioner to include in the terms of the grant or contract with the institution of higher education, State or local educational agency, or other agencies payments to persons participating in these training programs of such stipends, including allowances for subsistence and other expenses for such persons and their dependents, as he may determine to be consistent with prevailing practices under other comparable Federal programs.

This provision, I feel, is absolutely necessary for the teacher to participate in these programs.

A recent study by the National Education Association showed that in urban districts selected for study only 19.4 percent offered their teachers sabbatical leaves with at least partial pay for professional study.

The study also showed that the smaller the school district and the more limited its financial resources, the less likely it was that any provision for such a leave was available. The study also pointed out that only 4,229 teachers were on such leaves, averaging less than one teacher from the 4,697 school districts that were included in the study.

The complexity of our society and the rapid expansion of new knowledge and ideas are self-evident. Equally apparent is the fact that we are not helping our teachers keep up with the current explosion of concepts and ideas, if the vast majority are left to their own resources to maintain professional competence and expertise.

We are penalizing our children if we do not provide our teachers with ample opportunities to return to institutions of higher learning without undue sacrifice to their families' well-being.

Summer institutes, inservice training programs and other short-term programs, seminars, workshops, and conferences are worthwhile