

body of what has commonly been accepted as what they will offer and putting in things that are directed toward helping with the problem which we call in Baltimore, the "inner city." So, I think that colleges increasingly are recognizing this problem as being the problem of the age, and so there will be more and more training in this direction.

Mr. QUIE. How long a waiting period do we have, then, before these individuals will be out on the market to be hired for these jobs?

Mrs. BAKER. I don't think there is a particular waiting period.

Mr. QUIE. How fast can they be trained?

Mrs. BAKER. I know of one college which this year appointed a director and the students already are going out with some of the answers to the community. This is a sort of internship. The internship idea might well be borrowed from NAIRO and used by more institutions in a bigger way than NAIRO could possibly use.

Mr. QUIE. Down in Prince Edward County there were some highly qualified individuals who came down there to give stimulus to the people—

Mrs. BAKER. This year?

Mr. QUIE. Yes, this year; to give stimulus to people who were in the area and who could provide training to teachers. This was quite a stimulus to the teachers who were picked up in the area as well as to the students. What happens in the communities where they came from where the help of those particularly able individuals is no longer available?

Mrs. BAKER. I don't think that the communities from which they came are any poorer for their having come down. I think some of the group came from a foundation in Baltimore, which has the name "Koinonia." Some came from northern cities, some came from southern cities.

I know in one or two cases there were people who were not working at this time, who were qualified teachers, who felt this urge to go to this place and help at this time. I think we have a large body of people like that who are not being used.

Mr. QUIE. Do you think the same thing could have been duplicated in other areas? It is true that other areas do not have exactly the same situation as Prince Edward County in that there were no schools available, but there are areas in the South which have wholly inadequate schools. The teachers are so poorly qualified that the students are not learning to a sufficient degree so that you could even call them educated when they leave school. So the same kind of education input is needed all over such as put in Prince Edward County.

Do you think the Federal Government can duplicate what interested individuals have done in Prince Edward County?

Mrs. BAKER. I would be reluctant to even suggest that the Prince Edward County experience has nothing—it has a great many things that can be learned from it, chiefly—let us say not have another one, but I would be very reluctant to suggest that this is the sort of thing that ought to happen all over any section of the country. I think that educationally we have needs all over the country. I would be certainly reluctant to pinpoint any area and say, "Well, people ought to go in to raise the standards of education." I think that with the mass communications, media for communication that we have now, there will be a leveling of what is offered in all areas of the country.