

ments at home; commitments to other choices which they have made or other professions, to remain in the classroom but who would be available for the poverty program. We have grown up here with a feeling that we are not sure who is responsible for all of this poverty and this underprivileged and underdeveloped sector of American life. Somebody wants to get in here and sort of relieve their conscience and purify their souls and relieve their feeling of guilt that we can do something about it and we ought to do something about it in a land of plenty and in a land where there is an affluent society.

I believe from this group of people we can draw enough teachers, supervisors, instructors, guidance people, to get this thing off the ground. And they are people who are not now available to us because of many conditions to enter the classroom but would be available to do this job that we are talking about to help the community raise its sights and raise its level of living.

Mrs. GREEN. I hope you are right, but I cannot see how a person would not be willing to go into the classrooms because of family or commitments but would go quite a few miles away to a conservation camp.

Dr. DORAN. Well, they would have a different commitment, in my opinion.

Mrs. GREEN. Do you think it would be a lasting one?

Dr. DORAN. I would hope that it would last long enough for us through our normal process to train some other people to do it.

Mrs. GREEN. Let me ask two questions which may seem contradictory. The first one is the greater effort that it seems to me educational leaders and NEA could take, a leadership in doing more in the war on poverty itself, and then the second one is the concern that we are overburdening the schools. I say these seem to be contradictory. We talk about comprehensive plans in a community. Could not the National Education Association take the leadership in making suggestions and recommendations for the schools of the country?

Let me mention some areas that come to mind immediately. One, opening of the playgrounds, especially in the urban centers that now we find locked and dark. Second, a more flexible schedule in school systems that would allow many people to teach for a half day who would not be able to teach for a full day. I refer to the same group to whom you referred a few moments ago, the very large number of women college graduates, whose families are raised, who have brilliant minds and who would like to teach for a half day and could adjust their family responsibilities to do that, but school systems have been so inflexible that unless you can teach full time they do not want you. I think of two diametrically opposing conditions. In New York City, under the juvenile delinquency control program, we are spending part of the money to pay teachers an additional amount so that they will visit the homes of the underprivileged. Last Saturday I was told that there is a school regulation in Cleveland that a teacher cannot visit the home.

Now, it seems to me there are so many areas where more could be done, and I think also of using the school buildings longer hours. A youngster who comes from a deprived home and comes from a room where there are five other youngsters and no books and no facilities does not have an equal opportunity in studying and learning with the