

supplemental education for disadvantaged children? It is my understanding that the majority of these children would be going to school during the regular hours anyway, but they would need additional help either after hours or in the summertime or times when they are not normally in school, and that would require either additional teachers or additional time being put in by existing teachers.

Dr. DORAN. You are talking about expanding Public Laws 874 and 815?

Mr. GILL. No; I am talking about the poverty program as it might work under the titles that relate to aid to education. Now would it be your feeling that we should set up an afterhours program and hire existing teachers and pay them additional amounts over and above their regular salary from the locality, and make that additional amount chargeable to the poverty program; or how would this be worked mechanically?

Dr. DORAN. That would be one solution, of course, to it. But you would find few people already regularly employed in the public schools either with time or energy to do this sort of thing. But we explored earlier the great reserve of retired people in the various communities who would be available for this sort of activity, and that the colleges would be willing to assume the responsibility of in-service education, to sharpen the wits of these people who would be available for this kind of teaching.

Mr. GILL. By "these people," to whom are you referring?

Dr. DORAN. I am talking about retired teachers or teachers who have made choices to leave the classroom and rear families, or wives of professional people who, because of extenuating circumstances, are not available to go into the classroom as such, but who would be available for this sort of work; such as, marshaling civic clubs, fraternal organizations, women's clubs as a means of motivating these people to accept these assignments.

Mr. GILL. In other words, you are saying there is a reservoir in most communities of people who have teaching aptitude or experience but who are not able or willing to take on a full-time teaching job because of other responsibilities?

Dr. DORAN. I would think so. I testified from my knowledge of the people of our region who would be available for that, Mr. Congressman.

Mr. GILL. Would you suggest that the same training requirement or competence requirements be applied to these special teachers as are applied to the school system in the given locality where they are teaching?

Dr. DORAN. Well, yes; I would. I would not want to water this program down below the competency of the people who are being certified to teach in the public schools. I don't think you would have to do that. On the other hand, you would have some people who would qualify for what you might call equivalency certificates in certain areas that would not qualify to go into a first grade in a formal classroom who would be available for this kind of help.

Mr. GILL. How about the wage scale? Would that be comparable to—the wage scale in the locality?

Dr. DORAN. It should be comparable.