

ing the job. The figures show that in the schools of the central city, for example, the high preponderance of inexperienced teachers, and of substandard teachers, and of noncertificated teachers, is found in these more difficult schools.

The youngsters there are getting shortchanged in terms of experienced staff.

So this element of motivation to continue with a tough job is an important part of this little enterprise.

Mr. QUIE. Let's go to title I of the act.

You put great emphasis on involving parents and the community at large in school programs and the Teacher Corps. I think this has great merit. OEO did this with Project Headstart as well.

The studies that I have been able to read indicate that the Headstart programs are much more successful, and in fact in the long run really are the ones that are successful, where they involve the community and the parents in the program.

In title I we have a huge expenditure of money, better than \$1 billion. It can have a significant effect on community problems.

What are your plans to involve the community and the parents in this same sense? I might elaborate even more that one of the criticisms that I have heard and that I feel about the traditional system of education is that the teachers have had a desire to keep their activities limited to the classroom and have the protection of the school building. It is as difficult for any of them to go out into the community and to the parents as it is for any of these corpsmen.

Mr. HOWE. Like all generalizations about teachers there is some truth in that, and certainly there are many exceptions.

We would quite agree with the implications of your observation, that it is important to enlist the parents, particularly the parents of youngsters who are educationally deprived, to enlist them somehow on at least the motivational side of the educational endeavor. Headstart has done this.

This will be built into the prescription for Operation Followthrough projects.

In title I—and I would like Mr. Estes to comment on this after I make a general observation—we are not in a position as a policy matter to actually require this kind of involvement.

In a sense, this would be regarded, I think, as undue interference by the Federal Government in the local school system. But we are in a position, through persuasion, through letting people know about good examples of what school districts are doing, through encouragement and publicity, through dealing with State personnel who are responsible for title I within the State, to encourage a great deal of parent involvement.

This is exactly what we are trying to do.

Let me ask Mr. Estes to say a word or two more about this.

Mr. ESTES. I would take exception to your statement that Headstart programs are the only ones that have proven to be successful in the preschool field.

In title I we have some 400,000 to 500,000 children enrolled in preschool programs. We have some evidence that leads us to believe, especially from the State of California, that our title I preschool pro-