

language of your own report, of the capacity of teachers of the disadvantaged.

I appreciate the metaphor of my distinguished colleague, Mrs. Green, about water in the bucket. But I am not really willing to turn over one little modest, terribly, extraordinarily modest, spigot from which there may issue at least a few teachers to help in meeting this enormously serious problem.

I just cannot get all that exercised and outraged about this terribly modest effort. That is just an observation. You may want to comment on it.

Let me turn to a question which has been touched upon. I judge, with respect to Projects Headstart and Follow-Through, that one of the principal reasons for the Follow-Through recommendation was the report of Max Wolf, of Yeshiva University, to the effect that benefits of Headstart would be lost if there were no Follow-Through.

Then I saw more recently another report from a doctor at Cornell University suggesting that Dr. Wolf was wrong. Have you a comment on that?

Dr. MARLAND. I will try to respond to both of your points, the first as to the validity of the concept of the Teacher Corps.

I cannot applaud it enthusiastically enough. As I say, we made some faltering starts on that in Pittsburgh, with our voluntary relationships with other institutions, before the Teacher Corps came into being, but only very modestly, six or eight teachers here and there.

I think the present level of support provides around 1,500 teachers this year, advancing presumably 5,000 in the proposed legislation for a year.

Again I say this is very, very few, but it is terribly important. I refer again to my written testimony, page 2, where I say the number of generalizations emerge. There must be innovative and fresh approaches to teacher techniques and curriculum for the deprived.

That is what we are talking about—attitudes, skills, sensitivities, and the heart and the stomach for working in the deprived areas. This is what the Teacher Corps say to me, and it is terribly important.

It is not so much training teachers for the total supply, although this is very important, too, but it is training teachers for a very, very discrete aspect of our problem for which we have very few people especially trained.

I say again this is terribly important and I hope it prospers.

The second part of your question, having to do with the—would you repeat that, please?

Mr. BRADEMAS. That was on the Headstart and Follow-Through.

Dr. MARLAND. On that, I agree, without necessarily dealing in all of the research and statistics, because as a school administrator I feel and believe that the good things happening for 3- and 4-year-olds in small groups have to be continued for a period of time or they will indeed be lost.

Research tends to support that assertion. There would be, however, in my judgment, an important aspect of this experiment which is suggested, I believe, in the President's new program of fairly limited sums to approach kindergarten, grades 1, 2, and 3, on the Follow-through.