

Dr. MARLAND. That is right, difficult and painful.

Mr. QUIE. Let me ask one other question.

I refer to the inservice training of teachers. I have a little problem with the amount of money we are expending on the Teacher Corps. You also raise the fact that under title I we are not spending enough money for the inservice training of teachers.

The Teacher Corps has two purposes, not only to get teachers into the areas where there are educationally and culturally deprived children, but it also brings people into the teaching profession who otherwise would not come.

We need a tremendous number of individuals who are qualified to reach these children who are culturally and educationally deprived.

Don't you think with the amount of money available, that you will get more education for the dollar if we do it through inservice training for the teachers?

Dr. MARLAND. Exclusive of the Teacher Corps?

Mr. QUIE. Exclusive of the Teacher Corps.

Dr. MARLAND. I think the Teacher Corps, by its very uniqueness, and by the nature of its autonomy, in a sense, as distinguished from the universal inservice training that is a big, gray blur, the Teacher Corps in itself should be autonomous, should be different, should be sharply focused on the problems and specialize in those problems.

I don't think most school systems are competent to mount programs of inservice education all by themselves without the thrust that comes from the specialization of the Teacher Corps definition.

Mr. QUIE. Then may I argue with you that we talk in the Teacher Corps of 5,000 individuals, 2,500 a year. You have a large number of people who have chosen, who have already dedicated themselves, to teach in an area of deprived children. They want to do it. But after a year of it, they are frustrated, they are up to their neck in all the problems, and nobody is there to help them find a way out.

With all of those people already dedicated and with the educational training—they wanted to be teachers when they got their baccalaureate degrees it seems to me it would be a much wiser expenditure of Federal money to equip them so that we can have those same letters of satisfaction coming back as we have been reading the Teacher Corps receives.

Dr. MARLAND. I would defer to Mrs. Koontz.

Mrs. KOONTZ. Sir, I would also agree that this might be better, but the very facts of life do not seem to support that we can afford to do just this alone.

I agree with you that the inservice training of the bulk of teachers who have been doing a good job under the circumstances must be recognized, but at the same time what we have said is that the usual old approaches to the problems of education of children generally sometimes do not work with children in these special areas.

Therefore, special techniques, special approaches, must be used and developed, in addition to teacher attitudes. Therefore, with many of us who have been teaching perhaps in areas for awhile, there seems to be no hope. Salaries are not keeping up with other general occupational groups. The conditions under which we work are not changing. Yet, we are being employed to do something about the new problems.