

It means that there is a frustration level for the old teacher, and I do not mean old in age necessarily. The experienced teacher within a community.

What we do know is that there are some experiences we can give to some teachers who have base creativity; who have a willingness to tackle hard problems as a challenge. Maybe through them the person-to-person reaction on the job with other teachers will radiate in improved techniques, methods, and solutions to problems that suit individual communities as well as making a general impact.

So you see, we are not talking about two distinct things, either/or, we are not talking about alternatives, I hope. I hope we are talking about the fact that those teachers who have been on the job must receive training to equip them more adequately for doing this specialized job we have before us.

It isn't only in the large urban areas. It is in many communities of the Nation. But at the same time, in order to touch more than 2 million teachers we are going to have to do what we have done in every other area: we are going to have to train some specialists and we are going to have to put them out there on the job to have the success in my hometown, let's say, so that the teachers there find out it can be done: from these whom we have trained we get this.

You see, we will touch both in two different ways. They become a part of the inservice training.

Mr. QUIE. I have seen two differences in that and other training programs, where it is possible for a relationship between the local school system. One is that you can recruit nationally, putting them through a machine, and they will come out with a label on them. They will wear a tie clasp or a button on their dress showing they are Teacher Corps and they are elite.

If this is so good, why don't we issue tie clasps and buttons for the dresses for all the ones who go through the Federal inservice training so they could feel elite as well?

Mrs. KOONTZ. Believe me, I think I am as good a teacher as the next one, but I would be willing to become a Teacher Corps trainee because I admit there have been some techniques that have been produced more recently than produced when I did my last training, to go into a new area.

Mr. QUIE. Those techniques are availability of funds to work out a program between an institution of higher learning and a local school. You wouldn't have to put the Teacher Corps brand on people to bring this about.

Mrs. KOONTZ. I think you are really pulling my leg, you know, with that business of putting a brand on them.

Mr. QUIE. The tie clasp.

Mrs. KOONTZ. We have supervisors, we have helping teachers, we have specialists in other areas. Why not admit that this is a special area, too, in which we need some specialists with special talents.

Dr. MARLAND. I applaud what Mrs. Koontz has just said. I do debate your assumption about the generalization of inservice work. We are not skilled enough in the normal conventions of city school administration and organization to give broadly the kind of inservice work she is speaking of here.