

or by means of distribution of literature which will be a much smaller, more manageable group than the 6,000 or 7,000 teachers?

Mr. HOWE. Title I coordinators are continually conducting this kind of activity in the States. Maybe you gentlemen know of specific publications, and so on, that have been useful here.

Mr. ESTES. I know of no specific publication. I would think probably one step better than that, is to team up and have a group of teachers with the principal and a superintendent and perhaps a board member in an institute. We are increasingly moving in this direction in our teacher training programs. Sending a teacher without the principal is not as effective as it is if we send the principal along. We are moving in this approach in our teacher training program.

Mr. SCHEUER. The model you have developed of consultant advisers under the title I program, I think, is a very exciting innovation. I can't tell you how impressed I was with those three reports and with the apparent stimulating effect that these "roving troubadours" seem to have had on effecting quality change in school districts and in coming back with reports of the kind of elements that produce qualitative change.

That is a great contribution. I appreciate your testimony. It has been most interesting.

Chairman PERKINS. Thank you very much. You certainly have made a great contribution here to the committee. I think there is no question it has been very detailed. Your answers have gone a long way to help expedite the final consideration and discussion in executive session.

I think all the committee members appreciate the way you have responded to our need for information and a better insight into your thinking concerning needs and effective ways that we might in this legislation approach them. We appreciate your being here.

Mr. HOWE. Thank you very much, Mr. Chairman.

(Whereupon, at 5:30 p.m., the committee recessed to reconvene at 9:30 a.m., Wednesday, March 8, 1967.)