

take special training with a precommitment to the ultimate goal of working with a specific type of student under specific circumstances, as contrasted with the teacher who enters the school system waiting until he can get enough seniority to get into the nicer school in the nicer neighborhood.

Do you think if we were to spread this money out thinner, by going to all of the school districts with some form of just general teacher training funds, that we would be likely to be able to put together the same kind of group of people with its prededication to go into the specific tough areas that we are trying to reach with the Teacher Corps?

Do you think the kinds of pressures you normally have from your teacher organizations, your parent organizations, your school boards and others, would allow you to use teacher money that was not targeted towards this particular project for the very limited kind of person that we are after, not limited in their resources but limited in terms of where we might send them?

Mr. HOLT. As I indicated in my statement, I am really impressed with your recruitment up to this point.

I think the commitment in the Federal Corps for the people of this type is much greater than we could hope to get. I would say at this time I would rather see the National Teacher Corps than have the money to recruit our own. I think you are more successful to get people for this particular purpose.

Mr. HAZLETT. Mr. Ford, I believe we need the National Teacher Corps because we need the large image built up in the country which additional concepts like this would assist the local districts with.

I have tried for several years to get our teacher training institutions to work with us in training people particularly for the inner city, and have found the response not forthcoming. To describe what might be kind of a parallel, if you went into the extended teacher fellowship program under the Higher Education Act, I don't believe any of the colleges and universities have shown the initiative in developing particular programs to aid in the teaching in substantive areas, the training of counselors and that sort of thing.

So I think the push that comes from the National Teacher Corps would be of great value in 4 or 5 years. After that it might be obsolescent.

Chairman PERKINS. Mr. Dellenback.

Mr. DELLENBACK. Thank you, Mr. Chairman.

Chairman PERKINS. Would you yield for one short moment?

Mr. DELLENBACK. Certainly.

Chairman PERKINS. It would be most difficult for me to visualize, following the first couple of questions Mr. Ford asked, why any responsible people charged with the administration of schools would purchase equipment or hardware that could not be well utilized by the schools in the district.

Do you know of any answer as to why they would do that? I have not heard of any criticism of that type coming before the Committee. I know in the first year many of the school people invested heavily in hardware because they did not have time to make other plans.

But the evidence reported thus far disposes of that. It was, for example, types of audio-visual equipment and other equipment that could well be utilized in the local school system.