

school group as well. We have not done too bad a job over the years in developing these personnel.

Chairman PERKINS. Will the gentleman yield?

Mr. QUITE. I will yield to the chairman.

Chairman PERKINS. As a school administrator, Mr. Hitt, isn't it true that national feeling of teachers for the Teacher Corps is nothing, more or less, than a categorical approach or a zeroing in on the disadvantaged areas of the country? We know it is not the sole answer to the great shortage of teachers, but it is more or less a zeroing in on the worst disadvantaged areas of the country.

There is nothing wrong with this type of approach because the local educational agencies have all the autonomy that they have in any other instances. Whether or not they want the interns or whether or not they want the teachers, is up to them.

Do you approve of this approach?

Mr. HITT. I can't completely disagree with the approach, but I think the point I am trying to make is that it could have been accomplished through existing channels just as effectively through using the church-related colleges and the public colleges, the public schools and private schools to move into it, had they been given the resources and the categorical requirements that are embodied in this.

Mr. QUITE. I would say you are talking about something that does not exist, Mr. Chairman, the recruitment of these people from areas where there is a high incidence of educational deprivation. These people can come and apply for the Teacher Corps from any place. They could come from Westchester County.

Chairman PERKINS. Let's take the case of New York. The city school superintendent, Dr. Donovan, testified a couple of days ago that the Teacher Corps was operating in 16 of the elementary and junior high schools that serve the disadvantaged areas in the city of New York, and that they had about 75 interns, and 25 or 20 team teachers in those schools, also, that the interns spent most of their weekends and extra hours in community service mainly mixing with the students and assisting the students in many ways, that the program was very effective, furthermore, that they added stimuli in the disadvantaged areas.

In the course of the program, for the training of the interns, for the training of the teachers, I believe it is particularly suitable or fitted for the disadvantaged areas. Do you approve of that approach?

Mr. HITT. I see nothing wrong with the approach. The point I was making was that it could have been done through one of two ways, either through the Corps or through the existing institutions had the money been put in their hands.

Chairman PERKINS. And the proposal here leads up to local boards of education or the local education agency as to whether they want to have the services of the interns or a team teacher, or a member of the Teacher Corps to come into the school system.

Mr. HITT. That is correct.

Mr. QUITE. You are really not addressing yourself, Mr. Chairman, to the main difference between the Teacher Corps and a similar program run by an institution of higher learning in cooperation with the local school district.