

Mr. McNEILL. Particularly in this type of child. They get experiences—I don't know about the 3 and 4—I would want to think that through, and I think others will, too. I think that is what makes Headstart so advantageous. Those youngsters get experience they don't get at home. We maintain that running the Headstart program for the 4-year-old if it is a summer program, they will still get experiences on field trips, contact, living together that you won't get at home, because they don't have that supervision.

As far as just professional babysitting, I think we would all object to that.

Mr. VANHOOSE. When I mentioned a moment ago the need for those children who may have special difficulties, if you went back to the age of 3, this would, I think, be even better for those youngsters because the sooner you can get at resolving some deficiency that a child has, the quicker you can get him back into the flow of normal schooling. If we could have children at the age of 3 receiving special instruction, or these neurologically impaired youngsters receiving the kind of special training that is necessary in order to overcome this mental block that they have, this would be an extremely important thing for us and would be even in the beginning outside of the realm of professional babysitting.

Mr. SCHERLE. Do you have Teachers Corps?

Mr. NOE. Yes.

Mr. SCHERLE. Do you find the results pretty highly beneficial?

Mr. NOE. I made mention in my prepared statement about it, Mr. Chairman. We have two units that we established this year. We think it is all to the good. We are well pleased with the progress that these interns are making. We think that it is a source of gaining some additional teachers. Staffing in the inner-city has been a particularly hard problem for us.

Mr. SCHERLE. You do not find any conflict then between your normal teachers and those who are receiving additional help and benefits to teach in the underprivileged areas?

Mr. NOE. We have not yet. This is a new program for us. These are considered intern people. In the main I suppose they are taking positions that otherwise would have been filled by substitute teachers or people who were not qualified. When you have these supervisors working as closely with them as you do under this program, we think it has been a source of great help to us.

Mr. SCHERLE. In the field of OEO and that part of poverty that is connected with education is there any conflict between what they are doing, any duplication or overlapping in regard to the jurisdiction held by a State department of public instruction?

Mr. NOE. We have a State department man here, but as far as one school system is concerned, no. We have representation on our local community action group which I am referring to as the OEO group. We work with them. We started early with the community action program. The only regret we have is that we lost some funds and we had to cut out some programs this year.

Mr. SCHERLE. Thank you, Mr. Chairman.

Thank you, gentlemen.

Chairman PERKINS. Especially in the inner-city areas where you have so many disadvantaged youngsters, to what extent do you need