

who says, I don't know why I should go to college because I can make more money than you do.

That does not attract teachers to the teaching forces and to the schools of education so we have had no specific program in that direction, no, sir.

Mr. STEIGER. One of the bases for support of the Teacher Corps as presented here both by the Office of Education and by deans of schools of education and local superintendents has been that they feel that the Teacher Corps can innovate and make better teacher training in this country. I wonder again whether prior to the enactment of the Teacher Corps program, the Federation had undertaken to improve teacher education training in this country.

Mr. ROTH. May I answer that in part on behalf of my colleague, Mr. Steiger?

Mr. STEIGER. You sure may.

Mr. ROTH. We have had a position over the years that the best teacher training is done in the classroom. We have used various terms in our federation proposals and policies. We have had to promulgate them primarily at school board levels. We have talked in terms of apprenticeships and internship. I think the exciting thing about the Teacher Corps here and the point of your question is that it does embrace the on-the-job training with the teacher who is experienced.

It is not just a matter of doing it in the classroom situation. Of course, as you know, no teacher in the country or any teacher organization does control or program for any school of education. One of the reasons that we have not gone this other route is we had no entree to schools or colleges of education.

This is why we think training has to be done on the job by an experienced teacher preferably selected by his own colleagues.

Mr. STEIGER. What kind of a position do you take in terms of encouraging the use of teacher aids for paraprofessionals? Do you think this is a good thing? Would you like to see it expanded and how does it relate to the teacher's ability to more individually work with the child in any kind of a school but particularly in the disadvantaged areas?

Mr. ROTH. Our position has been we have wanted to take professional duties off and with a separate statement filed with your committee that will be in your record in this hearing I make particular point of our collective bargaining agreements in Philadelphia, New York and so on, where the teacher aid is defined. There was a time when teachers feared this because the teacher felt it would undercut the standards of the profession. The time has come that with the the overload of the class duties that teachers have said "Well, we really ought to be there to teach," this is why in the effective school program there are two teachers in a classroom with only 22.

One could be a teacher aid even under the terms of the agreement so we do support this. We are looking for an expansion of it and we know there have to be differential kinds of services in terms of teacher aids but not in terms of the final professional teaching duty.

Mr. STEIGER. Mr. Biemiller, the Civil Rights Commission on school de facto segregation and desegregation made a point in saying that they felt legislation was necessary to set some Federal standards which would provide that there be no more than 50 percent in a school situation who would be Negro or Puerto Rican or whatever it may be.