

legislation calling for the creation of nonprofessional career development by amending the act to cover training and salaries for indigenous personnel and to provide education for the classroom teacher to understand and to accept such help as an adjunct to his own professionalism.

It has been projected that, by 1975, one out of every four college graduates will be required to staff our classrooms in accordance with the method that we are currently pursuing. We obviously must find a solution to meet this problem, and it would appear that we have a very promising source among the indigenous personnel.

It is our strong feeling if the present drift continues without legislative clarification it will be difficult to determine the effectiveness of the appropriation of billions of dollars.

Mr. STEIGER. May I say—and I am sure Mr. Scheuer will say the same thing—you, Dr. Bowman and Mrs. Levin, have been most articulate in terms of recommendations and you have clearly pinpointed the needs that exist.

I am so much impressed that I will really pass my questions because your time is limited as is ours except to say I would hope we will be successful either in this legislation, H.R. 6230 or in subsequent legislation in providing a means for developing a program for paraprofessionals in this country.

As I told Dr. Niemeyer when he was here, I would really like to come and visit the Bank Street School.

Mrs. BOWMAN. We hope you will.

Mr. STEIGER. We would like to visit you; I think it would be most revealing. I will pass my questions except to endorse what you have said and your concepts and to say that I am sure the committee will labor hard to try to develop the suggestions that you have made, Dr. Bowman, as well as attempting to provide some of the implementation for what the citizens committee for children of New York have made.

It is always gratifying when the witnesses will come forward with some specific recommendations on how they think we can improve the program and make it operate better so that we don't continue to simply do what we have always done to continue that kind of pattern which would be a very real mistake in time and money and certainly in the lost children.

Mr. SCHEUER. I very much enjoyed the testimony of you two ladies and I think my colleagues here have shared their feeling of knowledge and enrichment of the comprehension of the ways these ongoing programs are functioning in the field.

Dr. Bowman, may I ask you to give us some specifics as to the field experience of subprofessionals? Under what conditions do they function effectively and under what conditions have they functioned not so effectively, where, and in general can you dot a few i's and cross a few t's in these dozen or more cities.

Dr. BOWMAN. Thank you both. First, one of the things that we have found to be a very important component in any program for utilizing nonprofessionals is to avoid rigid role definitions and role differentiations.

We find that particularly in a new and evolving kind of program like this it is most important to enable people to experiment and