

to make recommendations the State department of education had in fact stepped in.

Mr. DELLENBACK. I wish I could lean back and smugly say we have no problems like this in the State or Oregon but unfortunately I cannot.

Chairman PERKINS. Mr. Ford.

Mr. FORD. We had some testimony that touched briefly on the program that you mentioned, Dr. Bowman, in connection with the value of the Teacher Corps. Spokesmen for the Detroit educational system pointing out that the Teacher Corps provided a method for getting an especially trained teacher into those schools dealing with the recognizably culturally deprived children.

Do you see the kind of program you have been describing here with the subprofessional as a program that would benefit from having increased numbers of teachers trained through the device of the Teacher Corps in the special problems of the culturally deprived children?

Mrs. BOWMAN. Yes, indeed. In fact I believe all teachers in education, teachers in colleges and in inservice courses need to have more understanding of the problems of disadvantaged children. One of the studies conducted by the Bank Street College of Education has been in this very field—teacher education in a social context which goes beyond the utilization of nonprofessionals but does in fact reach out to the entire school staff.

It is our feeling that a basic approach to education views every person in the school building as having an impact upon the children. If a janitor does his work well, he is a model to the children as opposed to one who sloppily goes through a perfunctory piece of work.

The top superintendent needs to understand so that he can coordinate and orchestrate others to serve the needs of disadvantaged children, not in any sense to lump together all disadvantaged children because there is as great a continuum among them as there is in any other group of children.

They are not problem children but children with special problems. The more that teachers, Teacher Corps, administrators and supervisors and auxiliary personnel can understand the life conditions under which some of their pupils are forced to live and the more that it is possible to bring not only the teachers into the community but bring the community into the classroom the more we will be able to eliminate the danger that corrodes our system of school community alienation and the more we can work toward a unified approach in terms of recognized educational goals.

Mr. FORD. Mrs. Levin, you mentioned in your comments a parallel between what you were seeking here in the several programs and the success of a relatively new program called VISTA.

I took from your suggestion that VISTA appealed to you because there is a sense of mission and dedication and, if you will, esprit de corps that attaches to a VISTA volunteer when he goes into this national program.

Many of us who support and have supported the Teacher Corps since its inception had in mind that the Teacher Corps would produce, or would attract and develop people with the same kinds of dedica-