

tion and precommitment that the Peace Corps and VISTA have developed and have recruited.

What I am asking both you and Dr. Bowman is to call upon your accumulated experience in this area. I would like you to consider this proposition. There are some Members of the Congress who have been suggesting although there is no legislation of this kind yet introduced that rather than pursuing further the avenues open by the Teacher Corps as it is now constructed, we might better turn the money over to the large city school districts earmarking it for teacher training.

With the large cities, you set up a program of teacher training because you know what is best needed in your area. Calling upon your experience in the field to which you have directed your attention here today, do you think that this approach would be likely to produce the kind of teacher that you are going to need in these areas?

Mrs. LEVIN. On the basis of our own observations over an extended period of visiting, we have seen inservice training, handled by the establishment which has been unsuccessful in reaching the children of the ghetto. I believe that I have said that we see a perpetuation of the same kind of failure in developing qualified teachers unless there is some outside facility suggested for training which will develop in the future teachers an insight and understanding of the ghetto child and how to reach him.

If it is more of the same, it is not going to achieve that end.

Mrs. BOWMAN. I will heartily endorse what Mrs. Levin just said. I would like to add to it a response to what I think I heard as another aspect of your question and that is, in the choice between funds for voluntary programs and for funds for employed professionals in the school, should we give to the local community—

Mr. FORD. No; that is not the question. You are talking about the subprofessionals who will work with what we identify, from whatever source their education came, as competent teachers in the special problems of disadvantaged children, recognizing that to use the subprofessional there must be a competent teacher for them to work with.

We are talking about whether we would be more likely to have a supply of those competent teachers by the presently conceived Teacher Corps or giving the school districts an equivalent amount of money for the Teacher Corps and telling them to devise their own program themselves.

Mrs. BOWMAN. I think the Teacher Corps has contributed and can contribute even more toward developing the kind of teacher who can deal with the problem. I think the Teacher Corps is only one aspect.

This is not the panacea. This is a many faceted problem and needs many approaches. I would like to see competing systems of programs at the State, Federal, and local level—competing in the sense of each trying to outdo one another in a very effective program but cooperating in terms of the ultimate goals.

I think it would be too bad to eliminate some of the very innovative thinking and activities at the Federal level which serve to catalyze the local people to further efforts. However, I do think that without the coordination at the local level and without effective use of the resources, the training through the Teacher Corps, all of our efforts are futile unless there is coordination.

Mr. DELLENBACK. Would the gentleman yield?