

Mr. FORD. I do, yes.

Mr. DELLENBACK. Recognizing as we all do some of the great advantages that have come from the Teacher Corps and you have touched on this Dr. Bowman and recognizing, the immensity of the problem as all of us have recognized and touched on, let me put the question this way. Reaching then toward the goal of improving the capacity of the teachers on the firing line to really do the job effectively, could you not visualize, utilizing the same number of dollars that have gone into the Teacher Corps being placed for use in the New York educational system in a way that would improve the results for which you would reach, do you feel the Teacher Corps—if I may phrase it another way, represents the ideal utilization of dollars to be used for training teachers of the disadvantaged?

Mrs. BOWMAN. No; I don't think it is the only or even the ideal way. I think it is one important way but I think there should be many others.

Under the National Defense Education Act there have been institutes for teachers of disadvantaged children and youth which have been very effective. We at Bank Street College of Education have had teams from different school systems come for the last two summers to work with us on how the administrators, the supervisors, the teachers, the whole school system can deal with this question of the disadvantaged child, so I think we cannot pin all of our faith on one program, splendid as I think the Teacher Corps is, so that rather than thinking of the funds as very limited and asking they should be used for Teacher Corps or something else, I would rather see the funds for Teacher Corps remaining intact and more funds made available for many and varied programs because this is such a many-faceted problem.

Mr. DELLENBACK. That is neither the question I put nor Mr. Ford's.

Mrs. BOWMAN. No; but it gave me an opportunity to say something about which I felt very strongly.

Mr. DELLENBACK. Since the subject is open, do you have any comment to make, Mrs. Benjamin?

Mrs. BENJAMIN. I will limit myself to large city school systems. If present methods were appropriate then I don't believe that the Congress would have had to pass the Elementary and Secondary Education Act, and I think that you are working at your own cross purposes if you hope that the schools themselves will be able to generate the innovative teaching ability to redemiate their own system. You granted funds for them to break out of that mold.

Mr. DELLENBACK. So the Teacher Corps then does represent the best role that you can visualize for the utilization of limited dollars for the training of teachers?

Mrs. BENJAMIN. I believe that is your opinion.

Mr. DELLENBACK. I don't mean to express it as my opinion. I was trying to paraphrase what I thought you were saying.

Mrs. LEVIN. I think we would like to leave the door open for other experimental programs. There are other alternatives, such as an internship made available to future teachers so they could have an exposure working in the field to develop familiarity with the community and the children in the community and the problems they have to work with. It seems to me that would lead in the direction