

district now and will be working with two in the fall where we send faculty members out into the district and try to provide the same kind of internship.

This is at the senior level. This needs to be looked into.

Mr. GAUL. You mentioned you have both an experienced and prospective teacher fellowship program and you are expecting another one.

Did you receive a development grant for your teacher program?

Mr. SACHS. Yes.

Mr. GAUL. How did you use those funds?

Mr. SACHS. The assistance grant was used for two purposes; one for staff, staff that we will support ourselves now that we have been able to acquire them through this project, and part for terms in setting up a center. We would like our people to work in the field as much as possible.

Mr. GAUL. How much did you receive?

Mr. SACHS. I don't have the figures.

Mr. GAUL. Dr. Mars, is this the type of grant you were talking about when you mentioned an institutional grant?

Dr. MARS. We are thinking of a direct grant to an institution which would allow it to exercise its own creativity in terms of the kind of teacher education program it might develop rather than being restricted to a preconceived kind of program.

Mr. GAUL. About how much do you think the average grant should be?

Dr. MARS. I would not be able to respond to this, I think it should reflect certainly the ability of the institution to put some kind of program into operation.

I think we could, in this regard, we being the association, we could probably mount a proposal in this respect. I would not be able to respond at this time in terms of specific figures.

Mr. PEARL. I am Arthur Pearl, professor of education at the University of Oregon and a task force member of the National Institute for Advanced Study in Teaching Disadvantaged Youth, and activity sponsored by the American Association of Colleges for Teachers of Education.

I am also director of the Upward Bound program at the University of Oregon and involved with an experimental program of the Bethel school system in Oregon which is attempting to interest and train disadvantaged youth to consider teaching as a profession.

I would like to talk to you out of this experience and some of the things I think have to take place in teacher education in the future. At the heart of, then, any success of educational effort will be the effect of teaching.

I think—despite the amount of money we have been spending in Elementary and Secondary School Act programs and higher education teacher education, and the economic opportunity program—it is clear we have not turned the tide in dealing with disadvantaged youth, particularly those living in ghettos, migratory youth, and others.

I think part of the reason is we have not really begun to look at the problem.

The problem, to some extent, is who we draw into teaching. If we insist, as you talked of earlier, if we only draw in to the profession