

persons having completed or nearly completed a college education, we are drawing from a population that is very select in socioeconomic terms and they have great difficulty in relating to disadvantaged youth.

I don't know of any kind of way to get these people to stay in ghetto populations. We won't bribe them and I don't know that they belong there.

We have had considerable experience working with them and can improve through work programs but we have to look at our strategy.

We also have to look, in addition, to recruitment, we continue to think of teachers as a relatively single homogeneous activity, yet we know from teaching activities that some areas are much more demanding than what we train them for and it seems we will have to begin to look at this in such a way that we analyze the teaching role from an entry position that requires little skill and training to intermediate roles and to advance roles and draw persons into these programs from different populations.

We have made some progress in a kind of ad hoc way by having numbers of teachers aids functioning in education but we are experiencing some difficulty here because largely there is very little legislation and support for the training.

We have difficulty bringing about either increased competence within the level they are functioning and there is almost no opportunity for them to be able to advance and consider education as a career without having to go through a college experience which is really beyond them economically and in terms of their academic experience.

As a consequence, while we have had some good success, seemingly from some research I don't think we can continue to have it. It is hard to expect people to remain enthusiastic about their activities if they are locked into dead-ended, low-status, low-paying jobs without possibility for advancements.

I think it is also a fact that, to a large extent, teachers are handicapped as to what they can do in ghetto schools.

If they are not able to draw an increasing competence from their aids, they are handicapped.

I have worked in a pretty overwhelming job trying to deal with youth without reasons for being interested in education. The lack of building in growing competence support makes it difficult.

What I would like to advocate—speaking as an individual—is an alternative path to a teacher role in which we now talk about a four-step ladder to becoming a professional teacher.

First an entry position which would have no entry requirements and the person upon entering this would begin to receive college credits.

You see we have pretty much a system where a person gets an education and then gets his career and I am speaking of an alternative position, first your career and then your education.

Give credits on the job. To a large extent this would be supervised by capable teachers and supplement this with a kind of theory that is tied their activities and then make it possible, through a variety of arrangements for people to develop their liberal arts education and other subject materials.