

I am suggesting a four-step approach, and entry position which would be a full-time paying position, differentiating from a work-study intern position, in which a person would enter at relatively low pay, and take on relatively low activities but begin to acquire competence on the job.

He would receive credits in a kind of apprenticeship program for what he is learning on the job. This would be developed by the teacher he is working with.

In addition he would have at that level of functioning a theory dealing with the growth and development of children, classroom management, organization of the schools, and things of that nature.

In addition he would be encouraged to take other courses that would increase his liberal education and increase his subject competence.

It is anticipated that at the end of 2 years he would have the equivalent of an AA degree.

The next step would be what is called teaching assistance. He really would not function too differently from a teaching assistant at a university level. Then he would be working with professors, with individual instruction, putting on demonstrations and things of that nature.

He continues to get his education and he could in 2 more years be eligible for the next step which would not be too dissimilar from what we expect of a classroom teacher now.

In 2 more years he could get his masters degree and take on the training of the lower echelon people. He would be a consultant and to deal with them as they work with their problems, instruction, supervision, and work program management.

We are talking of developing a range of competence where the lower levels are primarily tacticians and the upper levels are graduates.

We can continue to take hold of some of the problems we are not working with now. I think some of the value is that it draws people into education and makes possible the meeting of manpower needs in the future.

I think we have to anticipate 10 years from now we will need twice the number of teachers, that we have now, both because more people are going to school and also because they will be going earlier and later and very likely because of other legislation there will be a reduction in teacher-pupil relationships.

We may need 5 or 10 million people teaching in place of the two and a half million now. I don't see how we can meet those manpower demands without overcrowding and weakening teaching even more than now and reducing some of the quality without thinking of this alternative path.

It would have two other values, it would draw in people into teaching who can work effectively with hard-to-reach youngsters and two, provide opportunities for a way out for many people who now see themselves locked into permanent poverty and into having available to them opportunity in the fastest growing industry in our country.

We should have under the auspices of this institute a modified program using these principles to see if they have merit. In the Bethel School District we have a number of young people together under a kind of weird kind of conglomeration of funding.