

There are many titles in the Higher Education Act that apply specifically to these activities and I would, with your permission, like to share with you, briefly, some of my experiences as they might apply to your deliberation on the Higher Education Amendments of 1967.

At the heart of education success or failure is the competence of classroom teachers. Title V provides means by which both selection procedures and teacher training can be improved. To improve educational quality, to meet manpower needs and to offer opportunity to denied populations (e.g., impoverished populations and disadvantaged minority groups) the procedures by which persons enter the teaching profession need to be examined.

Programs which will permit relatively unskilled, uneducated and inexperienced personnel to become initiated to teaching at low-level entry positions, and, through a combination of college preparation and extensive supervised on-the-job experience graduate to higher positions commensurate with their abilities and maturation, should be encouraged. This in no way is intended to reduce the standards but is designed to maintain standards despite the enormous demand for teaching personnel. Such procedure allows for bringing into education persons capable of establishing effective teaching relationships with ghetto youth, migrant youth and Indian youth. These youth now present formidable obstacles to teachers drawn primarily from markedly different backgrounds.

Currently there are many thousands of persons working as teacher aides in schools. Many of these are indigenous to economically deprived areas. They make valuable contributions to education but they are handicapped by lack of training and opportunity for advancement. In time their value to education must be lessened since it is difficult to maintain enthusiasm if one is restricted to dead-ended low paying situations.

Teachers, particularly those in ghetto schools, are handicapped by the lack of developing competence in non-professional assistance. The flow from the ghetto of skilled practitioners will continue unless the teacher has supportive staff to enable him to succeed.

One approach to education profession development is to create alternative paths to professional competence other than the one route of college matriculation. It is possible to restructure teaching activity into a four step approach; an entry aide; an assistant (equivalent of two years of college); an associate (equivalent of four years) and the terminal professional. Such division is consistent with team teaching concepts and would conserve the scarce professional for functions which demand his talents.

In the Bethel Project young Negro, Indian, Mexican and other economically denied youth are working half-time as teaching aides and they are, at the same time, taking courses at this University. They are learning to become teachers through carefully structured activity supervised carefully by especially selected, highly qualified, experienced teachers. They are participating in seminars to give them a theoretical orientation to human development, classroom management and school organization. There is general enthusiasm from both teachers and aides that this is a model worth exploring. However, there are limitations to the program which come from restrictions in the current act.

Amendments to Title V which would allow the commissioner of education to assist local school systems to develop, with facilities of higher education, programs which would allow for combining of academic training with practical experience (which is both recompensed and awarded college credits) would be an important step toward solving manpower needs in education.

By 1975, not only will there be 20% more persons of school age than was the case in 1965, but more of this group will be going to school and very possibly there will be a marked reduction in the pupil-teacher ratio. It is not unlikely that there will be a demand for twice the number of persons in teaching roles in 1975 than is the case now. Amendments in Title V of the Higher Education Act that allow for an alternate route to teaching can bring this call for trained manpower within the realm of reality. The approach, (which Frank Reissman and I have labeled "New Careers") also has relevance to quality of education. If no new avenues to teacher preparation are created, then schools of education will be forced to bring even more students on to the campus; further overtaxing of campus facilities could lead only to larger and larger classes, reduction of professor-student contact and a decline in standards.

One other observation must be made. There is a growing consensus among educators, supported by considerable evidence, that current approaches to teacher