

As we can't emphasize too strongly, this assignment and reassignment is made by the local schools. They may be fired if they don't cut the mustard in the classroom or outside, since a large part of their job, their responsibilities, will be to become active, working members in that community, doing a job that the school feels will help them to become better teachers for that school system.

(A slide was shown.)

Mr. GRAHAM. Let me repeat that during this period of 2 years while they are working in the local school system they have a responsibility to complete a 2-year program leading to a master's degree so that when they get out, when they finish this period of training, they will come to that school uniquely trained to do a job, persons who will be so competent that they will find the job satisfaction in this work and will want to remain in that school and continue in this work.

That is the end of the slides.

If I may, sir, may I just leaf through, as the Commissioner did, his testimony?

Chairman PERKINS. Congressman Scherle has a question.

Mr. SCHERLE. Mr. Graham, is this an ideal situation that you are contemplating here with these teachers in regard to your Teacher Corps?

Mr. GRAHAM. This is what we propose. This is not codified in any way. We have suggested this to the men and women, the superintendents, the school principals, the university people who worked with this program this past year. To them, it sounds like a workable program. To us, it appears to be a workable program.

Mr. SCHERLE. Would you yield for another question?

Mr. GRAHAM. Yes, sir.

Mr. SCHERLE. To try and estimate the cost of this in regard to the apparent longevity of these teachers, is this program justified under the present formula?

Mr. GRAHAM. Yes, sir. If I understand the question, are you asking whether these people will stay on the job when they get through with their 2 years?

Mr. SCHERLE. Yes, and also what the initial cost would be for their training, particularly if they are on a part-time basis.

Mr. GRAHAM. The cost of the training exceeds the cost of the prospective teacher fellowships, which is perhaps the best comparison. That runs about \$5,300 per year.

This program, if we can make the changes which we are proposing, which we would like to go into in quite some detail later, will run around \$6,750, which is more. But it is substantially less than the cost of comparable training plus the pay that you would have to give these persons for the work that they are doing in the schools during this period of training.

May I answer the second part of your question? We have recently surveyed these people to ask them what among your number are going to stick with teaching, what among your number are going to stick with teaching the disadvantaged?

The reports are these: that 91 percent intend to stick with teaching. Eighty-one percent intend to stick with teaching the disadvantaged.

The only other survey of first-year teachers at a comparable time, in their first year, indicates that you can place great confidence in what people say they are going to do.