

In the most recent survey when a similar question was asked, 32 percent said they would change their jobs, first-year teachers, not in Teacher Corps, and 33 percent, in fact, did.

Mr. QUIE. Would the gentleman yield?

Have you made a comparable survey with similar types of training? There are some colleges, you know, that return a program similar to the Teacher Corps, bringing people into the profession for a master's degree who had not trained in teaching before.

Have you seen if the percentages were any different when they did not have the Federal label as when they had the Federal label?

Mr. GRAHAM. The results are comparably good. In fact, it is the results of these other private programs that give you great encouragement that this program is sound. A study made by Hunter College, and a similar study made by Temple University, indicate that persons receiving this type of training at the graduate level, directed toward a job in the inner city schools, have a much higher retention rate than others who have not been so trained but who are assigned jobs in the inner city or the poor rural schools really against their wishes.

Mr. QUIE. So it is the training in the program rather than the Federal label that has great merit?

Mr. GRAHAM. Yes.

A number of these people say that there is an advantage, not what they call a Federal label but a feeling that there is a group here that is determined to do something about this great need. By feeling that they are doing it together there is an esprit and a dedication that you get beyond that dedication which is present in a great number of other people who are doing this in excellent private programs.

Mrs. GREEN. Mr. Chairman, I have a question on that point.

If I understand your proposal, taking Portland State College, for example, if P.S.C. entered into an arrangement with the Portland schools for the training of teachers, the interns would go on a half-time basis to the college and teach halftime?

Mr. GRAHAM. Mrs. Green, it is not necessarily half time. It varies considerably from program to program. In some cases it has been half time. I believe in most cases the school systems say that half time is not enough, that they would like more.

Mrs. GREEN. Let's not worry about whether it is half. It is at least part time.

Mr. GRAHAM. That is correct.

Mrs. GREEN. And would they be getting their master's degree while teaching in Portland schools?

Mr. GRAHAM. Yes.

Mrs. GREEN. The pay, as I read the bill, is different than last year. But it would be the lowest salary of a beginning teacher in the institutions, or \$75 plus a dependency allowance.

Mr. GRAHAM. Yes.

Mrs. GREEN. Portland State, as a large number of colleges, has a teacher training program. These cadet-teachers also teach in the Portland school systems. They follow the practice teaching as in other colleges in cities throughout the country.

Have you given consideration to the impact the NTC has on the teachers under a practice teaching program already established in