

was, what they thought of it. Out of the 111 school districts, some 79 replied. Seventy-six of these said this was the program that they wanted, and they wanted more Teacher Corps people in their schools.

We are not so proud of that. We wanted to know why the three didn't want it. We checked with one and they said, "We have only two schools in our district that qualify. They both have teams."

Another one said, "The selection procedure was not good this year, but if you select the way we will select next year, absolutely, it is a good program for our schools."

And the third one said, "I didn't say 'No'."

We asked the universities. Seventy-five percent of them said, "This is a better way of training teachers than we are training our other teachers." We went back to those who didn't say it was better. They said the program got underway too fast last year and they were not able to hire the staff that they wanted for the program.

They said, "At our institution it takes more than a year to change our curriculum to do this job that we feel should be done in the schools."

Chairman PERKINS. The Chair recognizes the gentleman from New Jersey, Mr. Thompson.

Mr. THOMPSON. Mr. Graham, it is early in the season and our friends from Florida have been in training, I guess, because they are throwing curve balls already.

I think although there is controversy with respect to the Teacher Corps, I am not at all certain that the controversy is so great that (a) it is unhealthy—I think it is healthy, and (b) that we should bury the Teacher Corps so early. It is innovative.

As indicated in your colloquy with the gentlewoman from Oregon, there is some overlapping, dovetailing. I don't think necessarily this is evil, nor do I think it is particularly desirable. But I think it can be ironed out over a period of time, as Commissioner Howe indicated will be done.

There is, at least, in New Jersey, and I believe elsewhere, a constant reevaluation of teacher training methods. In New Jersey, we are undertaking to separate elementary-secondary from our higher education institutions. We are changing the orientation of our teacher training institutions from teachers colleges to broader base educational institutions.

I find that at Temple University in Philadelphia, where the Teacher Corpsmen, who work in Trenton, are trained, that they are extremely enthusiastic about the new emphasis in teacher training. They tell me that they find a difference in motivation, which to them is significant, in the Teacher Corps person as contrasted with the other young person who is in the process of being educated to be a teacher.

Not many or not all, by any means, of those entering teacher training or who are in teacher training now want to teach, where the Teacher Corps volunteer wants to teach. Any training that we give them of this type, I think is in the long run going to be advantageous. I would hope that a careful evaluation is done of the possible conflicts, as indicated by Mrs. Green and some of the others.

But if that is done and ironed out, and if in the higher education amendments these distinctions are made, I think it will be very valuable.