

I quite agree with you, sir, about this problem of complaints. I don't think that is a very significant matter. It got introduced into the conversation, so we talked about it. It seems to me much more significant than the lack of complaints is the expression of enthusiasm from local people.

These are evident and we have good evidence on them from a variety of places, which we have submitted to you. These are genuine enthusiasms.

I think one of the dangers in having so much conversation about such a small enterprise is that we, ourselves, tend to build it into more than it is or can be. I felt that Mr. Brademas made a very useful point this morning when he summarized and said that the Teacher Corps will have its greatest usefulness in stimulating other institutions not necessarily involved with the Teacher Corps at all to seek patterns of teacher training which direct themselves toward disadvantaged youngsters.

In many ways, its demonstration value, when it is of the present size and only involving 100 districts, may be a great deal greater than its service value.

I do think we have to say that teacher-training institutions in general have tended to conduct their practice teaching in places where the youngsters we are addressing ourselves to here are not in school; that they have tended to use the suburban areas; that in the cities they have tended to use the schools for the more fortunate for their teacher training; that nationally we don't have as yet a response from the teacher-training community which really brings a focus on a general effort to train teachers to work in schools where they are most needed.

I think Mr. Brademas' point, that here is an example which will cause some new directions by teacher-training institutions, is a very useful point. I don't know quite how to respond to your observations about the Great Society and the Peace Corps. Perhaps I'd better not.

Mr. GURNEY. I wasn't, of course, expecting such.

Let me ask one further question, if I have more time.

Why wouldn't it be possible to get at this business through your fellowship program? You do have programs like that; don't you?

Essentially, isn't this pretty much the same thing? As I understand from previous testimony, the Teacher Corps is mainly people in universities training for master's degrees, and then working part time, at least during the training phase of the program, in this area.

Couldn't you do this through fellowship programs?

Mr. Howe. It is conceivable. The feature that is built into the Teacher Corps, it seems to me, that is not built in by any legislation or any other regulatory element into the institute program or fellowship program, is the joint endeavor between the local school district and the university to get together in the training of teachers in a totally new way.

It is the cooperative endeavor between the university and the local school district to provide a very high proportion of the training in the local school district on the job with the kinds of youngsters that these teachers will be teaching when they get on to full-time work.

Some universities have reached in this direction in what are called master of arts in teaching programs. There are a number of such