

Mr. HOWE. I think there are a couple of other significant differences. One is the whole notion that is built right into the Teacher Corps enterprise, of having a group of so-called master teachers who are part of the teacher training process, who are in the schools along with trainees, who are considered by us to be members of the Teacher Corps in the sense that they are receiving some additional compensation from it for carrying out these training duties, and who are building on the teacher training concept which has been developed in recent years and which is quite clearly a very useful way to initiate new people to the teaching profession.

Mr. QUIE. But it did not originate in the Teacher Corps?

Mr. HOWE. No. It originated, actually, under various experimental programs started by the Ford Foundation in the late 1950's. It has been proven, I think, as a very useful training device.

So this feature of the Teacher Corps is not found anywhere in our other institute programs.

Mr. QUIE. Your institute programs, but it is found in some programs that are not financed by the Federal Government.

Mr. HOWE. In all likelihood; yes.

A second feature that seems to me different from some of the other programs that we are sponsoring, and a unique feature of the Teacher Corps that you didn't mention, is the kind of alliance that the Teacher Corps develops between the university and the local school system.

Although this, again—following your observation of a moment ago—has developed between some teacher training institutions and some local school systems, there hasn't been as much of this as there might be.

The Teacher Corps will encourage that kind of development because the Teacher Corps has this built in as a very significant feature of its operation.

So through the Teacher Corps we are adding to the idea that the way to learn to teach is to do it. That is a pretty sound idea, in my view. It seems to me that a relatively large proportion of the so-called practice teaching arrangements which have typically been set up by universities or colleges of education with local school districts have not had the kind of opportunity for the trainees to engage directly in the regular affairs of the schools and to be responsible for pieces of programs, with students and getting themselves involved with parents and other social service agencies in the community besides the schools that the Teacher Corps provides.

I think there are several unique elements here that this little exercise demonstrates as very useful enterprises in teacher training. I think that teacher education on the whole is going to be healthier to have had it around.

Mr. QUIE. I have talked to people who have had programs that are not operated with Federal money who have done somewhat the same thing. The interesting feature about them is that their trainees do not receive any stipend from the institution, or the institution of higher learning, as these would.

I understand you would pay the institution of higher learning who, in turn, would pay the \$75, or would you pay this direct?

Mr. HOWE. To the school district?