

Mr. GRAHAM. Mr. Steiger, it is not the Teacher Corps that is innovating, but it is a series of universities across the United States working with the local school systems who are.

The University of Wisconsin at Milwaukee, in part by virtue of the fact that for the first time, there is a person who is jointly employed by the university and the local school system, bringing that university and school system closer together so that the university can better train teachers for the needs of that community.

Dr. Goldman there is paid half by the University of Wisconsin and half by the local school system. The universities working with this program say that on the average, they have changed their curriculum by 37 percent in order to better direct their training toward the needs of the local schools.

But if you ask most of the corps members who are in the program, that 37 percent isn't nearly enough. If you ask many of the school superintendents, they say it is a good start, but we have to go further.

I think one of the comments—and there are many of these—from the man who is the assistant dean at Temple University, from a sister at Xavier, from Dr. Heddon from the New York State University at Buffalo, they are all saying we have, through this program, made changes that we should have made, but which will now apply to other teachers going through their schools.

Dr. Ozby said:

What we are doing at the college is learning from National Teacher Corps. We are teaching, but more than that, we are learning. We are even now planning to revise our total undergraduate and graduate teacher education program.

The kinds of things we are learning through National Teacher Corps about involving potential teachers with the people in the community, about involving potential teachers with other teachers, administrators, and students in these schools, the kinds of things we are learning about giving these people the opportunities to use their own creative abilities and intelligences instead of constantly telling them precisely what it is they ought to do so that they can be made in our molds is teaching us what we need to teach in teacher education.

I think it is safe to say that the fringe benefit of Teacher Corps money will be to revitalize teacher training throughout the United States.

Mr. STEIGER. I appreciate that comment. I think there is a great deal of merit in trying to improve the teacher training program throughout the United States. I think there is then a justification in my mind for giving the Teacher Corps some consideration as you have presented it.

Mr. Commissioner, if I can talk about the deprived child, the problems of the disadvantaged, with 27,000 school districts that is a pretty fantastic number of school districts. The State of Wisconsin, as a result of action by the legislature, which was very hotly contested, reduced the number of school districts substantially by including all districts in a high school district and by the State aid formula, basically, by providing an incentive for additional moneys through the consolidation processes.

Has the Office of Education undertaken any kind of evaluation of consolidating districts? Have you given any thought to the question of what happens through the aid formula if you tried to provide some incentive to consolidate, or has this been a subject that you have not given that much thought to?