

This would vary from city to city. You couldn't just use a percentage based on the number of schoolchildren in the district. It would often depend on what existed in terms of higher education in a given city or State.

Mr. GIBBONS. In a school setting, how do these Teacher Corps men actually function? Do they come in and take over a class? How do they actually function?

Mr. McPHERSON. There is constant supervision in the early stages of their training, which would be right now for people in the first of their 2-year program. There wouldn't be a great deal of time in their work in the school where they would be taking over a teaching responsibility, particularly of a large group of children.

But next year, those in their second year, there would be a significant amount of practice teaching where they would be teaching in a classroom much the same as a practice teacher out of a college or university.

Mr. GIBBONS. Really, that this is, is sort of an intensified on-the-job training that we are talking about.

Mr. McPHERSON. Yes.

Mr. GIBBONS. Is that right?

Mr. McPHERSON. That is right. You are aware, of course, of some of the other elements of the program are a little different than some practice teaching experiences such as the community work, and some of the work at the university is a little different from a conventional practice teaching arrangement.

Mr. GIBBONS. Describe the type of community work you are talking about.

Mr. McPHERSON. In our situation, and in most programs, I assume, they will spend a certain amount of time each week in the community, often working with the school personnel, such as home school visitors or school social workers, acquainting themselves with community problems related to the school.

They might also at times be related to community workers from other community agencies, such as programs related to the economic opportunity program in a community.

Mr. GIBBONS. Let me ask you a hypothetical question: Don't you think this would be a pretty good type of training for all teachers, to have some experience with the community as you have for these corpsmen?

Mr. McPHERSON. I certainly do. I think this is providing a model for changes in conventional teacher-training programs.

Mr. GIBBONS. Would you say that apparently because of the lack of university facilities or perhaps lack of money, 50 is all you can have? It looks to me with 80,000 students and the needs that you have described, you could use a lot more than that number.

Dr. MARLAND. I could agree we could train more and absorb more, as far as our public schools are concerned. I think Dr. McPherson's point was how much can the local training institutions operate and this would vary widely.

I think, also, we have to preserve a fairly strong selective bias as to who comes into it, and not just have anybody who wants to drop in.

There is an implication there about people qualifying for entry, but in terms of numbers, and I thought about this since you first asked the