

Then all of a sudden something happens as a product of their maturity, as a product of their increasing sense of values, their increasing development of a personal philosophy. They suddenly say, "Why didn't I qualify for teaching back there 2 or 3 years ago when I had a chance to choose those courses?"

I say this with the utmost feeling of absoluteness because I have experienced this myself hundreds and hundreds of times with young people I have worked with, who have been through the schools with which I am associated, both in the favored suburbs and in Pittsburgh.

They suddenly become aroused to the fact that they want to be a teacher. They also become aroused to the fact that they want to do something to change the world, and this is good. For this reason, the National Teacher Corps has a unique and specific response to the desires of those young people.

It provides them a clear track at very little cost to themselves to acquire a profession after they have already thought it was too late. They had already spent 3 or 4 years in college and they couldn't go back and start over again. It gives them immediate income, adequate for subsistence, as they continue to learn. Many of these people could not immediately go to graduate school in the conventional master of arts in teaching programs, for example, at \$2,000 or \$3,000 a year. They spent their money on their first 4 years of college.

There is a substantial proportion of the young people in our colleges who are ripe and ready to turn their wisdom and talents to the teaching of children, particularly because of the motivations implied in the whole spirit of social justice. They see there is something that they can do. They see there is something to which they can turn their hands to make it a better world.

Believe me, there are surprisingly large numbers of our young people who believe this way. We have opened the door a little way in the Teacher Corps in providing a road for them to follow. It brings in somebody who never otherwise would have been a teacher. He might have been an accountant, a perfectly fine architect, or something else, but not a teacher.

Mr. HAWKINS. Do you know of any alternatives to the Teacher Corps to attract such individuals? Would a differential in pay, for example, offered to the teacher who teaches in the conventional sense, attract a sufficient number to make the Teacher Corps unnecessary?

Dr. MARLAND. Not unless it occurs after the undergraduate years. I think the very fact that you have to allow for this period of maturity to have aroused in this young person the will to become a teacher. While it was said this morning that there can be inservice programs after someone becomes a teacher qualifying him better for the deprived, the important thing is to discover a person with that kind of commitment in the first place. He discovers himself at about the junior or senior year, and says, "I am going into the Teacher Corps."

Mr. HAWKINS. Has the Advisory Council given attention to any other method of attracting such individuals to go into the disadvantaged areas?

Mr. CARR. No; I don't think the Council has considered this question, Mr. Chairman.