

I would submit that it is this feeling that has probably encouraged the productivity of these people way beyond what they would be capable of if they were handled any other way. I think what you are criticizing is what I am praising. It is this bright-eyed, spirited intervention in something they were not much concerned about as a group, that is identifiable as a group, that is probably the most remarkable thing that we are beginning to find out about the Teachers Corps.

Mr. QUIE. This is what antagonizes me. If it could be proven that that is a necessary ingredient, then I would like to carry on from that and set up a number of other national corps so that we could establish something else elsewhere.

Mr. CARR. I assure you whatever we find out about the Teachers Corps, good or bad, will be in that report for your perusal.

Mr. HAWKINS. In view of the acceptance of this program locally and in the context of a shortage of teachers generally, and particularly those available to go into disadvantaged areas, what explanation can you offer as to why local school district or even State programs have not thought of it before this? Is it merely the attraction of Federal money, or is it the opportunity for an individual to travel from one State to another? What is the explanation of why it hasn't been done at the local levels?

Dr. MARLAND. I think Mr. Quie pointed out in his experience in Minnesota there had been some experience of this kind in a given institution. I would say that we have had experience of this kind at the university in Pittsburgh.

Before there was a Teachers Corps we had some of these things on a very modest scale going, Mr. Hawkins. But it is, again, and I regret to say this, getting back to money. These young people would not be able to go on, many of them, into graduate school, unless there this kind of incentive offered to them, in addition to the opportunity to serve. It is money pure and simple.

The degree to which we could do this in Pittsburgh was something on the order of 12 people a year, largely through the largesse of the university and our teachers working voluntarily with them as supervisors and master teachers to groom them into this program. It is not that this has not been going on before, but it has been going on so modestly as not to make much of an impact.

Mr. DELLENBACK. Would the gentleman yield?

Mr. HAWKINS. Yes.

Mr. DELLENBACK. I was going to stay away from the Teachers Corps, but I now gather a new element. I recognized all along the great values of the Teachers Corps in helping to recruit on a national basis. I recognize the value of the dollar in making some things possible which otherwise might not have been possible. But do I read you as here saying we are getting a better quality of teacher than those coming through other roads? The training may be exceptionally good, because we have the community service, the educational institution and the local district working closely together. But if we remove that element, are you saying that the average teacher produced by the Teachers Corps is superior to the average teacher produced by the standardly accepted methods of training the teacher if he decides while still an undergraduate to go into this role?