

teers, both interns and master teachers, bring a refreshing vigor to their work. Often their breadth of outlook and innovative spirit serve as a breath of fresh air to both the pupils they instruct and the teachers with whom they work.

Moreover, corpsmen act as a direct link between the colleges and universities in which many of our new educational ideas are created and the practical world of the school where those ideas are needed. This is a kind of link which has too often been lacking or has been too fragile in the past. It is a link which deserves to be strengthened and continued in the future.

The positive influence of corpsmen is not limited to their pupils and schools. There is increasing evidence that the freshness of outlook and the practical teaching experiences of corps members are also bringing about changes in teacher training practices. Schools of education are coming to see the advantages in providing trainees with more extensive field experiences. And the Teacher Corps is making a marked contribution to this movement.

A third significant feature of the Teacher Corps is that it, at least partially, offsets our crucial shortage of educators. Our many new educational programs have brought great benefits, but our supply of capable educators has not kept pace with the increased demands. In time, training programs will help to redress the balance, but for the interim, programs such as the Teacher Corps are of value in meeting the personnel needs of our schools.

The Teacher Corps is particularly helpful in this regard because it places teachers where they are in greatest demand, in our urban ghettos and rural areas.

Fourth, the corps embodies one of our culture's most strongly held values: a desire to help other people. Genuine service to the disadvantaged is demanding work and often takes place in unpleasant surroundings. It calls for a form of selflessness and individual sacrifice which our society has always valued and must continue to foster and reward. The Teacher Corps provides an outlet for the expression of personal idealism and concern for one's fellow man.

The young people of our society have given ample evidence of their desire to create a better world. The highly successful programs of the Peace Corps and VISTA have proved that idealism can be a powerful force for individual and societal improvement. In the short time it has existed, the Teacher Corps has proven that it too can serve as a positive instrument for channeling idealism into programs of practical benefit to our society.

Many of our best young people today wonder whether they have any place in this vast and complicated society of ours.

They feel anonymous and ruthless and alienated. They are oppressed by the impersonality of our institutions. In my judgment there isn't any quicker cure for that ailment than evidence that their society needs them. I don't think there could be anything better for a great many of our young people than a period of hard voluntary service in a venture surrounded by a spirit of dedication.

The idea of a corps, as in the Peace Corps, considerably enhances the atmosphere of service. We are proposing several amendments to the original Teacher Corps legislation which stem from our experi-