

Mrs. GREEN. Do either of you gentlemen know or do you feel educators in the country know why teachers are not staying in the profession? And why they are leaving the schools where there is a high concentration of the disadvantaged?

Dr. MATTHEIS. I think the headlines greeting us this morning from New York are one reason. The teaching of children has and always will be a very difficult task. I think that teachers need the support of parents and citizens like they never needed it before and where they don't get it many of them see other occasions that they may enter and not have the problems they do in teaching.

There is of course the financial aspect that has been dwelled upon at length. I think it is still a problem with us and a very great one. Those two items to me are significant problems that we have to be confronted with in keeping teachers in teaching.

There are too many of them who prepare for teaching who do not go into it or stay in it. I think there are no solutions to that problem.

Mrs. GREEN. I have the same clipping you have about teachers quitting because of unruly children.

Chairman PERKINS. Without objection it will be inserted in the record.

Mrs. GREEN. I think we have created an image that we are doing something about the teacher shortage and yet we are only creating an image, rather than doing something substantive about a very serious problem. If we have 5,000 in the Teacher Corps and many more leave teaching because we have done nothing about the classroom and the teachers' safety then I think we are pretending that we are reaching a solution but we are not doing the real in-depth job that we should be doing.

Chairman PERKINS. Mr. Quie?

Mr. QUIE. I would like to ask, Dr. Byrne, the length of time that your students spend in the internship period of their training.

Dr. BYRNE. Perhaps I can just briefly tell you something about the program which will answer your question. Our students spend a summer with us in which they take courses in educational psychology, courses that are concerned with the skills in teaching. They have an opportunity to observe students in various projects in the summer.

As of September they enter a contractual relationship with a local school district in which they teach part of the day at a reduced salary. The balance of the day they return to our campus for additional courses because part of the program is based on the thesis of a work-study approach in the sense that as you go along your instruction is more meaningful if you have a chance to experience some of the points that you have been talking about.

People work in this program for the year. They return to the campus for another full summer so that in the span of two summers and the fractional school year they earn their master's degree and they have had the experiences that we described as an internship.

Mr. QUIE. Do they receive any stipends for the work that they perform in the public school?

Dr. BYRNE. Yes; ordinarily they teach three periods a day and for each of these periods there is a pro rata compensation.

Mr. QUIE. Who pays that?