

Philadelphia schools runs around 11 to 12 percent so designated as vacancies.

There are approximately 1,200 classrooms in the city of Philadelphia which have unqualified teachers, that is to say, they are not professionally licensed.

When the Teacher Corps began we saw this both in the school system of Philadelphia and at Temple University as an opportunity to recruit out of the pool of college graduates people who would not otherwise have found their way into teacher education.

We asked for something like 268 persons. We got about 40. The biggest thing that is wrong with the National Teacher Corps in our judgment is that there are not enough Corps members. We could and would tomorrow mount a program for five times the number we have today, and I believe we should.

The attack on the teacher shortage problem in Philadelphia or any other large city also we think is only part of the iceberg that appears before the water.

We strongly regret the fact that many of the so-called second-class cities in Pennsylvania—Lancaster, York, Allentown, Reading, Erie—do not have Teacher Corps people and they need them just as desperately as Philadelphia does.

It seems to us to be a shame that they do not have an opportunity because of the very small number of corpsmen to qualify.

When the Teacher Corps began there was a certain amount—on the part of the teachers and principals of Philadelphia—of wait-and-see attitude and maybe even some downright hostility. After all, the teachers in Philadelphia have had a tradition of becoming embittered about the attempts to solve their particular difficulties.

Title I had not done much for them except to say some teachers out of the classroom be put to other work. Title III didn't seem to be of much use except only to start some programs but as far as the typical teacher and the typical classroom in Philadelphia was concerned, the National Teachers Corps seemed to them to be just one more piece of this kind of special programing which left their lives relatively unaffected. I am prepared to tell you without any equivocation at all that this attitude has changed 180 degrees. No program is as much accepted as the Teacher Corps program is and that is true, of course, for several reasons.

No. 1 is the Teacher Corpsmen work harder than most other people in teacher education. They put in about a 67-hour week, week-in and week-out on the average. Both of which many of them do volunteer work in the communities.

The second thing, of course, is that they are producing in the schools.

The third thing is that they are learning things which the regular teachers have never really ever learned. One recent occurrence may point this out. Philadelphia, as other large cities, has finally gotten around to the notion of intergroup education.

The problem about which we are also concerned comes as a shock to most of the cities that have had the problem for 20 years without recognizing it particularly.

The intergroup education, I am pleased to tell you, was largely led by corpsmen in the Philadelphia schools for the simple reason that