

of course, but by the citizens generally and certainly by all of the colleges of education. We have about 16 different special programs operating out at the college of education and because I happen to be assistant dean for research and development in a sense these are all my responsibility.

I would say we are developing a very easily recognized attitude now among students which I think is great, and that is that we are beginning finally to understand that teachers have to be specialists in more than just their subject matter area. What we are producing through these special programs, not only NTC but the experienced teacher fellowship program as well, but we are producing specialists in urban education and that is a new dimension for the college at Temple University.

We have a great deal of research, probably the best known of which is bankers research in Chicago where he demonstrated how people leave the inner city schools of Chicago after having been recruited to serve in these schools after something he calls culture shock, reality shock. We do not think these teachers will be lost to inner city because they are specialists in coping with the education of the disadvantaged child.

They get their best success in dealing with these children because they are especially prepared to do that. I think it is—I know it is fair to say Temple University has never produced a specialist in urban education and I think it is probably fair to say that no university has until very, very recently.

When we graduate these NTC corpsmen we will have produced the first describable commodities in this area. That is to say we will have produced specialists in urban education. This seems to me to be entirely the most significant of NTC from our point of view as a college of education.

I too could regale you about stories of what happens in the classroom and what fine work these men do. I know you have heard a lot of that. All I can say is, it is true. It has the ring of truth to me because we see it all the time.

I would like to concentrate only by telling you what NTC has done far beyond the small trickle of money that has supported it is to give us an opportunity to add new dimensions to teacher education in producing a specialist in urban education and to a question asked earlier of the group of Atlanta, what would happen if the trickle stopped for NTC? Well, I think what would happen is that one way or another Philadelphia and Temple University and some other kinds of resources would keep something like this going.

It would not be as big and probably not as good but we would keep something like this going because having had a measure of success we probably would not give it up. I should really stop because I am eager to hear your questions and see what responses I can make rather than hearing myself say the same thing about NTC to people who started out as unbelievers and who have come around to now believing how effective this program is.

Mr. BRADEMAS. Thank you for a most valuable statement. I want to make a general statement and invite any comment you may wish to make upon it. I have sat in these hearings now almost every day and