

heard questions and answers raised of witnesses about the Teacher Corps and I have come up with about four or five general conclusions from all of this testimony.

The first is that there has been expressed, at least to our committee, no significant opposition to the Teacher Corps by schoolteachers in the communities in which the corpsmen teach, by school principals, or by school superintendents, or by the chief State school officers of the States in which Teacher Corps interns are teaching.

The second general conclusion I have reached from listening to this testimony is that there has been no significant evidence presented to our committee of Federal control over the operation of the Teacher Corps at the local level. The local school systems are controlling the program.

The third conclusion I have reached is that the school systems in which the Teacher Corps men and women are teaching and learning a great deal from the Teacher Corps operation.

The fourth conclusion I have reached is that the operation of the Teacher Corps to date while it has been relatively modest with only 1,200 or so has had the effect of dramatically focusing attention on the very grave problem of providing and retaining teachers for the disadvantaged in the areas of poverty.

The last conclusion that I have reached is that the two principal criticisms of the Teacher Corps (at least as adduced by the testimony before us) is that the funding of the Teacher Corps has been delayed too much and that the pool of Teacher Corps interns, the authorized pool of Teacher Corps interns, has been too small, that you need more.

Now, in light of your experience, would you shoot down, or modify, or change, any of those conclusions? I am trying to give you the major conclusions I have arrived at after listening to the evidence. I am not talking about speculations. I am talking about the evidence that has been brought before this committee during these hearings.

Mr. WILSON. I would like to respond by agreeing with you on your observations. I think these are all true. I think the six observations, generalizations that you have might be the same one Dr. Osview and I have been trying to make, and that is there has been a change in the education of teachers and we are developing a new breed, we are developing specialists who have this commitment and I think we need to underline the commitment to work in the disadvantaged areas.

Mr. OSVIEW. I would like to say we are now in the position of being able to capitalize on some experience. I note with grave disappointment that some of the suggestions for amending seem to me to run directly counter to what seems in our experience to be the great strength or at least the great emerging strengths of NTC.

For one thing, I cannot believe that you can tack on a single year of education and make this program just as good as it otherwise would be.

I might say that the program we developed at Temple University is our program and we worked it out with the school district of Philadelphia. It is not a national program and we think that is one of its strengths. It is a 51-hour program. It demands a fantastic amount of work out of these students and I think it is to our shame and dismay we are just now understanding how hard our students can work.