

What usually happens in the school system? They are all growing, they are all expanding. Every time a man comes along who shows any interest beyond the subject matter—this is true in my area at least—that he is teaching on a daily basis, who shows any community awareness, the first thing you know they have him involved in something. About the time he starts to show leadership they make him a subprincipal or something of the kind and he gets bogged down with all of the problems of how to get somebody a seat on Monday morning and things of that nature and he can no longer work in this area.

What do you have in mind as a followup in the school system to provide a continued recognition after this person is no longer a corpsman of his being something special and functioning in a special part of the school so that the special schools and special commitment are not lost. A State says, I believe my State says if a child is in school 265 days a year he is educated 1 year. That becomes the controlling consideration of everyone running the school on a day-to-day basis. How do we stop that happening with these people?

Mr. OSVIEW. I would not denegate education of principals. We need educated principals and superintendents, too. I happen to come out of a school of discipline of administration and I know how important it is and how bad it has usually been.

So if some of these people in the National Teacher Corps become principals and I will freely predict to you many of them will, because they are good people, I don't find that bad. I find that good.

Your other questions lead us into a very consideration that I would like to take a few minutes to point out if I may. Not just National Teacher Corps alone but the galaxy of Federal programs is accomplishing some things which I don't guess was ever really in the mind of Congress or certainly was never said in so many words and it surprised a lot of us who were longtime observers of the educational theme.

School systems have not spent any time on money and planning recently. If they were up to date as of today or maybe had some reasonable idea as to what was going to happen tomorrow, that was usually enough. One of the things that Federal money is now beginning to do is make planning a part of school system operation in ways that 2 years ago I would have argued probably would never happen. One of the kinds of evidence I see of this planning is the sort of thing that is happening in Philadelphia where there is a planning committee made up of people within and without the school system.

One of the things we have discussed in Philadelphia is to create new categories of teachers rewarded with special pay and other kinds of recognition. There is some little question as to whether we are going to call them the old fashion terms master teachers or call them specialists.

Right now I think we are pretty much agreed on the specialist category. We are going to try to find a way in the Philadelphia school system to reward these people who are especially good because long ago we rejected the idea of combat pay. I might say the combat pay rejection was led by the teacher union. It was proposed by the administration which it turned out was some decade or so behind the hinging of the teachers on this issue.