

Mr. Ford. That is about par.

Mr. Osiew. Probably about par.

Mr. Brademas. I want to be sure everyone has a chance to be heard.

Mr. Erlenborn. It seems you have made the observation that in the

last year since we have had the National Teacher Corps we have

begun to educate and graduate our first specialists in urban educa-

tion. My question to you is Where have the educators been all these

years that now is only the first time it is being done?

Mr. Osiew. I have only been in education 30 years and I have only

been with a teacher education institution for 14 and that is too little

time to give you an answer to your question because, as Paul Moore

pointed out almost 20 years ago, the typical lab in public school systems

is about 50 years from the beginning of a good practice until it is pretty

well disseminated and diffused throughout the public schools in the

United States.

While he did not measure it exactly, he estimated the lag in the

teacher education institutions was approximately 100 years. I do not

say this lightly. I say this with chagrin but I say it as a truth.

Teacher education institutions do lag behind and they lag behind for

some profoundly important reasons, the most significant of which is

the stick when it came to getting money.

The second fact is that teacher education institutions respond to

demand. They do not supply and then hope that their supply will

somehow be higher. They respond to demand. The fact is that until

public school systems began to see a need for specialists in urban edu-

cation the teachers colleges, the schools of education, the colleges of

education had no need to which to respond. I think maybe we are

speeding up this process of diffusion, of good ideas a little more now

with a little outside money because from our point of view NTC is

able to bring to that maturity.

I think that is the answer basically to your question, sir.

Mr. Erlenborn. Is it true then that the creation of the Teachers

Corps is what made the urban schools aware of the need? Prior to

that time there was no need and, therefore, they didn't ask you to edu-

cate people in that specialty?

Mr. Osiew. I would not say NTC began it but whatever term you

may give it, the recognition by the National Government primarily

through the Office of the President on some of the kinds of problems

that were beginning to burgeon outside some of the cities. Within the

city, we have long know of the problems existing in the urban com-

munity but a noneducator but yet one close to education, such as Dr.

Conant, was able to talk about the educational and other kinds of

problems that were exploding in the intercity. I think we have had

the recognition. It is a matter of means. It is a matter of where-

withal. We have even had the ideas but there is a long step between

a professor's thinking up an idea or recognizing a problem to where

he put it into practice in a program for educating teachers. The thing

that moves it is money. Money is the mode of power.

Mr. Erlenborn. It occurs to me you have had this ability in the

past. You did not develop this ability in the past year because, as