

you suggest, you did not teach people to become specialists in an area where there is no demand, so obviously the demand was there. This was not created by the National Teacher Corps either. So what it comes down to basically is the application of these warm, green Federal funds.

Mr. OSVIEW. I like your phrase, and I would agree with you on that.

Mr. WILSON. Would you not also say the problem of urbanization is a recent one and the problems created have now been primarily focused on the schools? The problems may have been there all the time but because of the intenseness to do something has focused our change in teacher education.

Mr. ERLBORN. Let me make one last observation on one of your comments—the combat pay—and it seems to me we have this element of combat pay. I would say this is not necessarily the proper term, but this is what the Teacher Corps is calling it. We have the ability of the student with his own finances to go into the same sort of teaching courses, get educational expertise and become a specialist in urban education, but we are offering the attraction of the additional pay of the Teachers Corps to get these people in. If this absolutely necessary? Are these people a different breed? Do they stand apart from the one who is paying his own way for education and should we set them apart?

Mr. OSVIEW. Let me give you an illustration to answer the question as well as I can. We have had operating at Temple University what other colleges call MAT. We started ours about 12 years or so ago with a grant from the Ford Foundation, and we have continued it since with our own funds. Around the college we call this a way of reclaiming liberal arts graduates and making productive teachers out of them, which I think is a fair representation of how we really feel about it. This is a 36-hour program. There is no support for the student beyond the support that he gets as a practicing teacher in the school, being paid by the school district at a beginning teacher's salary. We have put a lot of teachers—we graduate about 100 a year—with liberal arts degrees who have become teachers into the schools and we have not been able to get over the hump of putting these teachers into the hard inner corps schools, the intercity schools. They were free in any case to go to any school that wanted to hire them. A lot of them went into Philadelphia but a lot of them didn't go into Philadelphia also. The thing about NTC is they are recruited to do a job and a tough job. If you want to use combat pay for that, I would not argue with you because semantics do not seem to be that important. With NTC we have recruited people for a special job. We say to them, "We know it is a tough job, a rough job, and we know there are lots of easier ways to get an M.A. than taking 36 hours. So, in return for that, there is a little stipend, you will starve a little, but you will work 67 hours a week rather than 37 hours, but you will get enough to get by on."

It is possible for us to turn out some people who will find their futures in these inner city schools, and that is what makes the difference, and it is as simple as that.