

Mr. ACKERMAN. Well, the comment we made in the statement was that we endorse the program as it is amended. We think it is one way. We think that it has created an environment, we don't think it is the only way, and we would like to see it kept on the pilot program.

Chairman PERKINS. How is it working in the city of Cleveland?

Mr. CALKINS. It is working very well. We have a small program with about 25 Corps members being trained at the University of Akron.

Chairman PERKINS. Twenty-five Corps members, teachers, besides your interns?

Mr. CALKINS. Twenty-five interns and only two or three teachers. It is very small, but it is working very well and we are pleased with it.

Chairman PERKINS. Can you evaluate the effectiveness thus far?

Mr. CALKINS. Yes, second-best program for recruiting inner-city teachers into inner-city schools.

Chairman PERKINS. Any other comments on it?

Mr. LUND. The plan I think is wonderful. I do not have the direct experience.

Chairman PERKINS. What about yourself? Do you favor the inner city?

Mr. WEBB. We feel it is one of the ways in which people can be attracted into teaching in the inner city in the problem areas where otherwise we might not be able to assign them for a variety of reasons. The business of bringing people who volunteer or present themselves for special training in this area—then we have some evidence.

Chairman PERKINS. Briefly tell us why you are able to recruit teachers from the National Teachers Corps when you are not otherwise able to recruit teachers for these disadvantaged areas. Some of the members of the House would like to have a concrete statement from the school board representatives.

Mr. WEBB. This would be my opinion, and I also would like to give Mr. Calkins a chance to expound on this, too, from the viewpoint of Cleveland.

I think there are a couple of factors. One is that the nature of the Corps itself is such that there is a charisma, a sense of mission, that can be generated with this kind of a program. When people are recruited into the program, given special skill and knowledge as to how best to teach in this area, then they have a sense of security and success that enables them to stay with that kind of teaching.

The second part that I was going to make is that it recruits from people who have not originally planned to go into teaching and entered it through another route.

Chairman PERKINS. Go ahead.

Mr. CALKINS. The quality of courses in education given at many American colleges is so bad that many of the ablest students going to college do not take them. Instead, they take history, government, economics, mathematics, science, and a variety of other things that they think are better taught, have more content and will do them more good in whatever occupation they wish to enter. If they then decide to be teachers, they are confronted with certification requirements which say they cannot teach and they are confronted with adminis-