

Mr. GRAHAM. Yes. They said, "I wouldn't have gone to Peru or Nigeria if there hadn't been a Peace Corps, though I could have found my way there. I wouldn't be here in Bedford-Stuyvesant teaching if it had not been for the Teacher Corps."

We don't believe you have to be in a National Teacher Corps. We try not to use the term "National Teacher Corps." If you get this job done and you are getting it done now, we say it doesn't make a great deal of difference how else you get it done.

I met a man yesterday from the State of Michigan who believes they can start a State program. I am meeting tomorrow with members from Massachusetts.

If we can get people into the schools, I don't think you care about the label, as long as the label they wear is someone who wants to do the job, and who has decided from the various jobs open to them, "This is the one I want to take and be professional at it."

As I say, it is going this way. If we can find another way of doing it, we are open to any suggestion.

Mr. GURNEY. Will the gentleman yield briefly?

Mr. QUIE. Yes.

Mr. GURNEY. I just wanted to make this observation in reply to that. You observed that many of these young people said they wouldn't go to Peru or some place like that unless they were in the Peace Corps. This country has been in the business of Peace Corps work almost since the beginning of the country, and perhaps before that, through church groups and private organizations. They have done a tremendous job.

I believe actually if you compared what they have done and are doing with the Peace Corps, you would find that the scales were greatly weighted in favor of private organizations and doing it without a label.

Mr. QUIE. I will go into another subject. We have been on the Teacher Corps for a long time.

Let me also ask, if I may, one other question, Mr. Howe. You said if we turn our backs on those going to give 2 years of service to assist local teachers, and so forth.

I get the impression that you are looking at this as sort of a Peace Corps type of service as well as training for a master's degree and work later on with the deprived children, that you are giving this concept that they are volunteering service and for 2 years they are providing this kind of volunteer service.

Mr. HOWE. They are spending a portion of their time, more than half, actually working in the schools during this 2-year period, and they will continue, most of them, to work in these kinds of schools, at least for a considerable time, as professional teachers.

No doubt there will be some attrition as there is in any teacher group, and no doubt a higher attrition among the women than men. But there is some indication that a group of this sort is likely to have some less attrition than some other groups.

It seems to me that there is an element of sacrifice, if you will, in the sense that this is a very difficult job.

The evidence of this is the fact that so many teachers who were regularly trained by the usual professional training processes are leav-