

Secretary GARDNER. To my mind it does not affect the heart of the program.

Mr. DENT. What is the heart of the program other than setting up the local areas that need this particular kind of training? What else is there to it? The other things are just limbs on a tree. Training at universities and setting up programs, that just has to be done in order that the one prime objective that we have is met.

Certainly the Federal Government has to state its position in saying where these projects go unless I am completely wrong.

Secretary GARDNER. I have been familiar with the Teacher Corps since it was a piece of conversation among a few people.

There is not any question in my mind what the basic purposes of it were. We have a very serious problem of getting good teachers of any kind for any assignment. We have a particular problem of getting able teachers in the disadvantaged areas. We have at the same time in this generation of young people, a great many youngsters, who have a deep interest in these disadvantaged areas who would be willing to serve, willing to devote themselves to this kind of thing under appropriate circumstances.

We talked a long time about what those appropriate circumstances were. It seemed to us that one of them was that they must continue to be close to the universities because the best youngsters now just want to get their training and they don't want to be professionally lost.

They want to continue on the career ladder. We felt also that they needed some kind of atmosphere, the kind of atmosphere that a corps would provide, a common service and a common cause. One major purpose was the purpose of getting good people into these disadvantaged areas. Another major purpose was to get first-class young people into the teaching profession, youngsters who would be drawn by the atmosphere of dedication.

We believe that the States will not frustrate either of those objectives and we believe that the present amendments are perfectly compatible with what we set out to do.

Mr. DENT. Mr. Secretary, what happens when the State does frustrate them since we have no veto power over a State veto?

Let me read from your own testimony. You say that the Teachers Corps provides an outlet for the expression of personal idealism and concern for one's fellow man. You also discuss in your testimony the children of city ghettos and underdeveloped areas, rural areas, and Indian reservations or migrant camps.

Can you picture a State organization allowing a youth who feels very deeply about migrant labor being allowed to go to that particular school districts? I can't see it.

Chairman PERKINS. Mr. Erlenborn.

Mr. ERLBORN. Mr. Secretary, let me apologize for not being here at the time you gave us your original presentation. A good deal of our discussion in the last few days in these hearings has been about the Teachers Corps. As you can see this is the most interesting topic. It seems to me most of the arguments that are given for the Teachers Corps come down to the idea that an esprit de corps is developed through this sort of program.