

I saw an overwhelming feeling among people to participate in these kinds of programs. I think all it really needs is some of the funding to be made available to implement the program. I think they are there locally and are waiting for the call. I don't think it would take a national recruitment program to even get them to come out.

Mr. QUIE. Dr. Byrne, the students which you will be training will not have a label on them "Teachers Corps." Do you think this is going to hurt their esprit de corps and their willingness to stay in the school and their teaching of the culturally deprived?

Dr. BYRNE. I don't think it will hurt it at all. I think perhaps there is a certain veneer, a certain prestige that is associated with any kind of title and some people will say this is big and interesting and I would like to have my name identified with it.

In fact many students have approached me with this point, with the feeling this has opened up some vista that they have never dreamed of themselves and I don't think they will profit from either having or not having the title.

Mr. QUIE. So you would not encourage us to expand the idea of corps then to give your student that label, too, so they would not feel inferior?

Dr. BYRNE. No; our people don't feel inferior at all.

Mr. GARDNER. If the gentleman would yield, I would like to pick up on this subject. We have heard a number of witnesses in the past few weeks who feel this would be carried out better on the State level. Could you be more specific? Why do you think it could be better on the local level than on a Federal scale?

Dr. BYRNE. My reasons—my response to that would be we are seeing it done. We have moved pretty much on our own in this direction and it is working. We feel our cooperation with the State makes this quite possible. I am not certain for example that we would attract any more people if we had the corps than we now have.

I think Mr. Mattheis has pointed this out. I see the major advantage of the corps as one of calling attention to the need for teachers. I am not certain that the program itself provides better teaching arrangements or teaching experiences or arrangements. I just have the feeling that we have been able to handle this pretty well on our own.

Chairman PERKINS. Mr. Daniels.

Mr. DANIELS. I have not had the opportunity of listening fully to the gentleman's statement. If the Chairman please, I will yield my time to Mr. Brademas.

Chairman PERKINS. Is there objection to the gentleman from New Jersey yielding his time to the gentleman from New York, Mr. Brademas?

Mr. BRADEMAS. I thank my colleague and I want to express my appreciation to both of our distinguished witnesses for their very thoughtful observations. I was struck particularly by what you said in the light of an article I got hold of this week that was sent around to us in a roundup of press clippings on education because it comes from a Minnesota newspaper.

I might say although he is on the other side of the aisle and we don't always find ourselves in agreement, that you in Minnesota should be glad you have such an able man as Mr. Quie for education