

One of those characteristics is national recruitment. There cannot be any serious question that it has been possible through nationwide recruitment to attract young men and women who would never have been reached through local recruitment efforts.

However, since there has been some tendency to suppose that national recruitment means wholly centralized recruitment, let me describe the process by which the selection of Teachers Corps members will actually be carried out. There is a small staff in the Office of Education which services the Teachers Corps and acts as a clearing house for initial processing of applications, but the primary selection job is not done in Washington.

During the coming year, the Teachers Corps will use the present teacher interns to recruit and interview the next group of volunteers. In the final analysis, selection of the most promising of the applicants is made by the institutions of higher education providing the training and the educational agencies in the States and localities where the corpsmen will serve.

Another unique characteristic of the Teachers Corps is the esprit which it appears to engender. The "team" spirit which pervades the Teachers Corps is a strong source of encouragement and support to these young college graduates as they go about the difficult tasks for which they volunteered.

Moreover, this spirit appears to be contagious and to infect the other teachers with whom corpsmen come in contact. This spirit is a priceless commodity. It cannot be purchased; it should not be allowed to wither.

In summary, the Higher Education Amendments of 1967 are significant additions to and refinements of existing legislation. The programs contained in this legislation do not call for dramatic new levels of funding, but they do promise more effective use of existing authorizations. They do not in every instance possess the glamour of innovation, but they do promise the benefits of consolidation. They are most worthy of your consideration, and I urge their approval by this subcommittee and the Congress.

I appreciate the opportunity to appear here this morning, and I will be very happy to try to answer your questions.

Mrs. GREEN. Thank you very much, Mr. Secretary. In order to save your time, if the Commissioner agrees, I think we will wait and hear from you after the questions have been asked of the Secretary so as to perhaps let him go to other demands on his time.

Congressman Gibbons, any questions?

Mr. GIBBONS. Yes. Mr. Secretary, I have been worried about some aspects of the work-study program that originally came about on the poverty program and was transferred over to you a couple of years ago. It seems to me we failed to give adequate consideration to the change when we made it a couple of years ago.

When the program was first instituted, it was designed almost exclusively for those who were in a poverty category to enable them to stay in school. I now notice Congress made certain changes in transferring the program exclusively over to your control. I notice institutions of higher education are using this as just almost a fellowship program for all types of students who happen just to walk in and say, "I am in need."