

Secretary GARDNER. The normal process of moving into a field is that when young people begin a course of study they are not too sure of what they want to do. They move into a program, some of them do it conscientiously and eagerly and others just feel "We have to do something" and the process of decision is a gradual one.

Characteristically, the youngsters that go into the Peace Corps or Teacher Corps make a very conscious, highly motivated decision, not just to find something to do next year, but to commit themselves to something they think is terribly important.

Mr. THOMPSON. Will you yield?

It might be a good idea to try such a Corps for vocational education and give it some time to work, as I hope we are going to do with the Teachers Corps and we can have all sorts of Corps. We can number them or name them.

Mr. QUIE. If the gentleman will yield it won't be good to limit the Corps just to those who had Federal assistance to get into the Corps?

Mr. THOMPSON. We are not drafting it now but I just like the idea.

Mr. QUIE. So we could have teachers for anybody who goes into training whether they had Federal help to do it or not, and as long as they met the standards, they should be part of the Corps.

Mr. THOMPSON. I would think so because these youngsters are going to go in all sorts of directions from the place where they are first started in school and many of them are going to end up in vocational education program.

Mr. QUIE. I think this is the answer to what we are looking for.

Secretary GARDNER. I confess when I first observed the Peace Corps the thing that struck me most about it was its potential for producing a flow of young people who are introduced early to service overseas is a situation of dedication and commitment. That seemed to me the most interesting feature of the Peace Corps. That is why I was equally pleased about the Teachers Corps, because it means that a flow of youngsters will come into the field whose first introduction to it was an act of commitment.

Mrs. GREEN. Will you yield?

Mr. ESCH. Yes.

Mrs. GREEN. Before we get too corps-happy here, is there anything that prevents the Teachers Corps from teaching vocational education?

Secretary GARDNER. Nothing at all.

Mr. HOWE. Many of them will be moving in this direction as the enterprise grows.

Mrs. GREEN. Being equally happy with the fellowship program, this is the part I must say I find difficult; \$275 million authorized for 1968 and a request of only 12 percent for the fellowship program, \$34.5 million.

I judge the administration has decided that the fellowship program, which according to the law is designed for exactly the same thing as the Teachers Corps—advanced training for elementary and secondary teachers—should have only a small request for funds here, cut by \$240 million from the amount authorized. At the same time we expand the Teacher Corps. I hope we will get at least as happy about the fellowship program as we do about the Teacher Corps program.

Mr. HOWE. Could I interpret the cut. It is not really a cut and we moved the funding up from \$30 million in fiscal 1967 to \$35 million