

MR. GURNEY. I would like to get back and shed a little more light on this Teacher Corps business. I realize it is a rather small part of the program, as was pointed out, personnelwise, but I don't think it is small as to what is intended to be done in the future. It is a pilot program now and probably is intended to be expanded much more.

It seems to me there is a fairly big issue in the principle involved and the approach to education in this particular way, or the Federal aid to education, I should say.

I don't think it is wise for us to brush off the unpopularity of the program here in the Congress and, for that matter, perhaps elsewhere in the country. There was a good deal of discussion earlier this morning by members of the other side who are not here, and your responses, that there were no complaints on the program. I don't think this cuts any ice.

In the first place, there are only 110 going out of 27,000 school districts, as you pointed out, and anyway, who is going to complain about needed money in any area of education? The need is so desperate everywhere that there is not any school district that will refuse any money that is coming to it from Uncle Sam.

This business of no complaints really means nothing. What does mean a good deal is the direction the thing is going.

A lot of us feel very strongly about Federal involvement in education. I don't think this is necessarily a feeling of negativism, or holding back, or back in the Dark Ages, as many people would like to point out. But it is true that when you get things too big, you get bureaucracy on bureaucracy, and a lot of times you are not as effective as you otherwise could be. We can cite many instances where that is true.

The point I was trying to make earlier was simply this: that where you do have a need which is recognized by all of us, and you also have ways that this need is being met already, as you pointed out, and which the colloquy shows, by teacher training programs in many parts of the country.

Why not get on with the job in a way that might be sold to Congress, and which might even be a better way? It seems to me that in recent years we have become obsessed with the idea of putting labels on things—the Great Society. What does it mean?

It is like selling Ivory soap. It doesn't mean anything; it is a label. We have a Teacher Corps, a Peace Corps, all sorts of labels. I am sure there are all sorts of instances where teachers are being ably trained right now to meet this very problem of dealing especially with the handicapped children. Why not build on those?

We have all sorts of educational programs by government. My other committee, the Science and Astronautics Committee, puts millions of dollars in education every year and there is never a complaint from Congress at all. Mainly they are research programs, to be sure, at the university level, rather than this teaching at the elementary and secondary level that we have here.

I am simply pointing out that there are approaches to education, giving grants of money to universities to go into the research, which does not annoy Congress at all because it doesn't seem to be building up the sort of central direction that a program of your sort would do.