

I don't necessarily say that that is bad. I simply say there is a great difference of opinion on it. So why not try another way of doing it that might be receptive to Congress and accomplish the same goals that you have in mind?

Sometimes, you know, people, perhaps of the political bent or philosophy that I am, are labeled as uncompromising. But the more I am here in Washington the more I am convinced that people in the other spectrum are less compromising than we are, obsessed with the idea that they have to get on with their particular method of doing business, always under a central control of the Federal Government.

I touch on this because I think this is the nub of your Teacher Corps problem. I think perhaps if you could come up with another solution, you may be able to realize your goals.

Mr. HAWKINS. Mr. Chairman, if the gentleman will yield, I would like to ask a question of him.

Are you talking about—

Mr. GURNEY. If you don't mind, I would rather hold this discussion with the witness. I was generous this morning and yielded to the other side. But I would rather have the observations of the Commissioner of Education.

Mr. HAWKINS. I will ask for an opportunity when the question has been answered.

Mr. GURNEY. I am sure there will be plenty of time for you.

Mr. HOWE. If I could comment on Mr. Gurney's general points, Mr. Chairman, I do think what we have tried to do with the amendments that we have suggested to the Teacher Corps reach very much in the direction of doing exactly what Mr. Gurney suggests; to try to find an arrangement that will produce the benefits that this enterprise quite clearly produces, and at the same time meet many of the objections that have been raised in the Congress.

The really substantive objections that have been raised by Members of the Congress in the discussion about this teacher training program have been concerns about local control and State control of the programs; have been concerns about overcentralization.

I hope we demonstrated this morning that we are trying to build right into the legislation features which allow the program to continue as a valuable adjunct to our other teacher-training endeavors and at the same time to give us clear legislation on the point that this is a totally locally controlled enterprise with approval by the States before it is involved in the States, with control over the training by the universities and over the individuals by the local school districts.

I think what we have suggested here in a series of amendments is, on the whole, a vastly more locally controlled enterprise than we have in other teacher-training activities, in which we don't consult with the States at all.

It seems to me we have gone even further with this program to meet the concerns that have been expressed about it than we have with the institutes program that we have for training English or mathematics teachers, and so on.

This is why I said this morning I hope that we could really get a good look at this program on its merits and on what its actual performance is.