

they wanted to do in order to stimulate title III. This would help considerably.

But I go back again in terms of the job definition, a man assumes in a job pretty much determining what he can do. Most State departments have not geared themselves up to do the exciting, innovative, creative types of work that are better done in universities at the local level.

I think it is a frank recognition of the role of the State departments, as I said before; it is a vital role. It should be increased. We need to up the salaries. I have been very strong in my feelings toward the role of the State departments.

But my point is innovation and creativity, with the exception of some, is an area which they have not gotten into. They will have to retool a bit to do it. As I say, there have been exceptions. I think Texas has done a fine job. They have set up an associate commissioner for planning and development. How many State departments have done this?

Mr. BRADEMAs. Will the gentleman yield at that point?

Mr. QUIE. Yes.

Mr. BRADEMAs. Isn't it possible that the problem we are all concerned with here; namely, how do you get the best job done in meeting the purposes of title III, is really not so much ideological as it is chronological, that is to say that Mr. Quie, who wants to see a larger role for the States in title III and I, who have been skeptical about the mandatory veto, might not really be at odds at all with respect to what you are talking about, or what Mr. Hitt is talking about.

We all want to see the State departments of education greatly strengthened. I certainly do.

What you are saying, I take it, Dr. Miller, is that you are not opposing strengthening the State departments of education; you say you want to see them stronger; and I think Dr. Hitt takes the same position. I certainly can see that.

All I am concerned about is that we not at this particular point put that much power in them. If they get much stronger, let's say, in 3, 4, or 5 years, with additional title V funds, then it might well be that the State departments of education ought to have precisely the kind of role that Mr. Quie is suggesting.

I don't think Mr. Quie and I are at odds on a strong State department of education in this, if that is a fair observation.

Mr. QUIE. I would also say that I am not arguing for a Governor's veto or a State department of education veto. I think this is a system of last resort that we utilized in the poverty program, and it is a very valid one.

What I am talking about is the State department of education assuming responsibility. I think where the difference comes is that my colleague from Indiana would like to see the State department strengthened so they could assume the responsibility. I say, let's give them some responsibility and the tools with which to do it, and then they are going to learn how to handle it.

Mr. BRADEMAs. I would sign my name to the statement that Mr. Quie just made.