

adopted by the board of directors of your council on the 18th of November, in which you say an analysis of the first year title III results show the States in which the State departments of education have assumed responsibility for title III projects, et cetera, have produced, in general, better projects.

That rather astonished me, that statement, because I think you said it was based on a November 9 document. We really weren't in business very long in title III programs.

Indeed, most of the programs under ESEA were not in being very long.

I wondered if you could submit to the committee the analysis to which you referred.

Mr. FULLER. Yes.

(The following documents were subsequently submitted for the record.)

INTRODUCTORY NOTE

USOE MEMORANDUM OF NOVEMBER 9, 1966

The USOE Memorandum of November 9, 1966 makes it clear that its conclusions on II. State Leadership came from " * * * an analysis of the first year of operation of PACE * * *" and not from a single state. Approximately 15 states had active state participation and 35 did not have the state agencies so completely involved.

We have confidence in the conclusions as stated in the Memorandum by the responsible administrators of the program, especially since we checked carefully and ascertained before it was used in New Orleans that it had been approved by the U.S. Commissioner of Education.

NOVEMBER 9, 1966.

MEMORANDUM TO DR. EDGAR FULLER, EXECUTIVE SECRETARY, COUNCIL OF CHIEF STATE SCHOOL OFFICERS.

Through: Arthur L. Harris, Associate Commissioner, BESE.

From: Nolan Estes, Deputy Associate Commissioner, BESE.

Subject: Title III resolution—Organization at State level.

You will find attached information regarding ways that States might effectively organize for title III.

ORGANIZING FOR TITLE III AT THE STATE LEVEL

I. PACE philosophy

The title III program of the Elementary and Secondary Education Act, called PACE (Projects to Advance Creativity in Education), is designed to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, PACE seeks to (1) encourage the development of innovations, (2) demonstrate worthwhile innovations in educational practice through exemplary programs, (3) supplement existing programs and facilities. The heart of the PACE programs is in these provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied.

In 1967, the PACE program will be particularly concerned with the following items related to national interests:

- (1) Equalizing educational opportunities;
- (2) Planning for metropolitan areas;
- (3) Meeting needs for rural communities;
- (4) Coordinating all community resources—political, social, cultural, and industrial—in the establishment and achievement of goals in and through education.