

I understand further you are here today to summarize this study, briefly, for us.

We shall be delighted to hear you at this time.

Mr. MILLER. Thank you, Mr. Chairman.

I might add that it was not only an exhaustive but an exhausting study that we undertook for 6 months.

Indeed, it is a privilege to testify an ESEA, title III, before this distinguished committee, and I would like to pay my respects to the fine leadership that is being given by a fellow Kentuckian.

Last May I was asked by the USOE to organize and direct a major study of ESEA title III. I accepted this challenge, but was not aware of how difficult and challenging it would be.

The study has been completed and within 2 or 3 weeks it should be available through the Government Printing Office as a committee print of the Senate committee that is the counterpart of yours. The structure of the study is given in some detail in appendix A, but I will outline it here briefly:

The independent study has five basic purposes: to analyze and appraise the proposals approved during the first year; to look for "gaps" between where selected areas seem to be going and where the approved projects are pointed; to study overall directions and developments of PACE; to view title III in the broader context of trends in American education; and to study interrelationships of PACE to the various ESEA titles and other programs. Emphasis is placed upon the first three purposes.

Twenty special consultants were asked to focus on 17 areas that have been dominant during the first three funding periods. The consultants obtained data from analysis of proposals in their areas of competence, field visits to PACE sites, two Washington meetings, and other related materials.

Several special reports were solicited by the director and these are listed in appendix A.

The subsequent sections follow closely what is contained in the final chapter of the overview section of the title III study. For a summary of the 25 recommendations in the overview volume see appendix 3.

The future shape of PACE will be determined substantially by what then has happened during the first year. What overall verdict can be given at this time about title III, based upon this study?

Considering everything, weaknesses and strengths, blunders, and triumphs, politics and purity, title III has thus far achieved outstanding success, probably more so than any other ESEA title. Success is due to its stimulating and fresh nature which catches the imagination and zeal of the most dynamic and creative individuals in the public schools and its appeal directly to public school people provides them with a unique opportunity.

In essence PACE is betting on the vitality and vigor of American education at the local level, and the bet is paying off contrary to some predictions that localism in education personifies status quo conservatism.

Its success is due in so small measure to the Office of Education title III leadership, that offered by some States, and certainly to leadership offered at the project level.