

The optimism of the latter group is indicated by their responses to the question, "Do you believe title III is serving as a catalyst for change?" Seventy-six percent answered yes; 2 percent answered no; 9 percent did not express an opinion; and 13 percent were classified as maybe.

I might add that as of the time consultants traveled around the country and visited some 75 site centers, we discovered a hidden resource in American education. We did not know it was there.

This was the project directors in the field. There are now roughly 1,500 project directors, and it grew to 2,000, which is quite a dynamic group of individuals. This was an independent view all of us reached. We have an independent resource here that we ought to use.

Arthur Hitchcock has suggested that title III might be considered as B in an A B C sequence where A is the contemporary educational scene and C is a more innovative and creative educational scene, which hopefully can be realized in a relatively few years.

Nolan Estes, Associate U.S. Commissioner for Elementary and Secondary Education, said in mid-1966 that the hope of title III is still only a dream—a symbol of change and not yet a dynamic force.

Title III then should be considered as an intermediate stage—something between the present and the future that can have ripple effects upon education far beyond its modest size.

Some individuals expected more of PACE than it has delivered and this impatience is healthy so long as it is based upon realistic understanding of the time element involved in the process of change. Change in attitudes and ways of doing things is a slow process and it is unfair to expect PACE to have instant success in doing what professional educators have not done too well.

Writing about change in 1597, Francis Bacon observed:

It is true, that what is settled by custom, though it be not good, at least it is fit. And those things which have long gone together are as it were confederate within themselves; whereas new things piece not so well; but though they help by their utility, yet they trouble by their inconformity. Besides they are like strangers, more admired and less favored.

The future success of PACE is by no means assured; in fact the honeymoon period is about over and the obstacles and problems may become more vexing in the period immediately ahead. A very real problem—one that may afflict all new thrusts—was succinctly expressed by John W. Gardner when he wrote "Great ventures start with a vision and end with a power structure."

The age-old organizational problem of function and structure—also an age-old problem in architectural design—will be faced continuously as tendencies to routinize the program become more evident. These pressures must be resisted by bringing various renewal mechanisms into play.

Inservice staff conferences is a promising procedure that is being employed; a 1967 Hawaiian summer conference of PACE project directors is another; and this study represents still another. Additional innovations might include summer appointments of university professors as well as public school personnel, and exchange positions where OE title III staff members would serve in the field for a short period of time.