

to the State departments in those States which are truly doing a good job, the State with your 20-percent statistic? How can we best take advantage under this program of the State departments which are tooled up to do an effective job without ignoring the fact that evidently a number of them are doing almost nothing?

Mr. MILLER. That is a very difficult one. I think we are talking about individual situations here, in terms of an average class, and yet in terms of States we treat them all alike. This, I contend, is unfair. On the other hand, if you gave the same ruling to all the States in this respect, I would say it would be unfair to the States that are not tooled up and some States that are not basically interested in innovation and creativity.

There are some States, and we have to be honest about this, which I think is an important aspect. Half of the States still have appointed State superintendents and half have elected State superintendents.

I think the point is, as I mentioned in the volume, we may well experiment, trying two or three States, trying to turn title III funds over to them. I think it would be a fair position. That would be for a couple of years. Test it and do an experiment to see if it works. You can start with New York and California. I think as you look at title III these are States that are tooled up. Texas, I would say, would be very close in this lead. They have taken it seriously. They have gotten the professors involved, the local school people involved, people from the arts involved.

So, we are talking about that type of State and we are talking about other States, also, which have done almost nothing. If you take the money and go right into title I type of projects, that would be the best way to kill title III in those States. It is a tough problem because you have these two aspects of it, as I see it.

Mr. DELLENBACK. To assist me, I perhaps ought to ask you this privately rather than publicly, but since we are having a dialog in public here, I will ask it this way: Do you have any comment on Oregon and what it has or hasn't done well? Was that one of your 16 States?

Mr. MILLER. I know Oregon and the superintendent of education there. I have worked very closely with the superintendent in Portland. He is a personal friend of mine. I think Oregon would be certainly very high on this list.

I haven't done the ranking, and I would be foolish to try it. I will give you some of the good States but I will not mention some of the others.

Mr. DELLENBACK. Under this same general coverage, may I bring, you, Dr. Torrence, into this subject?

I was concerned by what I read in your testimony, to the effect that unless we keep the Federal Government deeply involved in this you are afraid that the job will not be done in the State or States with which you are most familiar.

Would you generalize and go beyond your own particular State in this? Would you be talking about more than Alabama? Are you talking about all of the South?

Can you give us any additional comments on this?

Mr. TORRENCE. Yes, sir. I would certainly think it would go beyond Alabama and would cover most of the South.