

I have one or two questions to direct to Mr. Miller, if I might.

You suggest, I think, that we are in the A-B-C complex, which is a nice categorization of predicament.

I would like to question you in terms of the availability of competent staff to continue the transition from A B to C. You predict or suggest a large increase in terms of the money authorized under this program within the next 4 years.

What about availability of individuals, professionals, and the number of people competent to carry on in the field? Would you see a problem here?

MR. MILLER. Sir, the point you raise is the point that the project directors are most concerned about. If you ask the project directors to answer that are your three most difficult problems, the first is people, the people problem.

It is a very simple answer. It comes through loud and clear. The percentage is a dominant one. Not only that, but the people problem in terms of the regional labs, in terms of R. & D. developments, too. That is the one problem.

MR. ESCH. In effect, there is competition within the programs, themselves, now for qualified people; is that right?

MR. MILLER. Yes, and I would also suggest that the profession has not yet realized the reservoir of talents in the title III directors. In another year they will be siphoned off.

When you take schoolchildren, give them quite different experiences, take the restive, the ambitious, the slightly abrasive, the type of youngster who often will go outside the profession because it is not exciting enough or challenging enough, this is a person that, generally speaking, we found to be filling the title III jobs. This is the type of person who will be siphoned off into other types of operations, I am afraid.

MR. ESCH. Doctor, would you want to make some suggestion as to the solution to this problem? Do you see what direction we might take professionally or nationally?

MR. MILLER. I think there is the aspect of several possible alternatives. One is to look upon their uses in other types of Federal programs at the local level. In other words, if they only have three years, maybe this is all you can expect.

Also, there maybe an interchange of project directors.

Another suggestion we have had is that the Teacher Corps be brought in to help the problem. In other words, there is a real relationship for the Teacher Corps bringing people from other countries. Why not bring 1,000 educators from other countries into the projects?

There are a lot of ways you can look at the problem, in addition to utilizing the personnel you have already gained at the local level. I can go on, but those are some suggestions.

MR. ESCH. Let's turn, if we might, to another point.

You quoted Mr. Gardner on his idea that great ventures start with a vision and end with a power structure.

You seem to be concerned with the relationship between the power structure that will be developed eventually within this Elementary and Secondary School Act, and its relationship to creativity. I think these are the two areas.

You are suggesting, I assume, that we don't have a great deal of creativity prior to the Elementary and Secondary Education Act