

within the present structure? The premise is based on the fact that prior to this time we didn't have as much creativity as we need?

Mr. MILLER. Is this in American education as a whole?

Mr. ESCH. Yes.

Mr. MILLER. Definitely I would state we have not been known for creativity in American education.

Mr. ESCH. The second premise is based on the point that we will be in a short time a "routinized," situation in regard to the Elementary and Secondary School Act and will be in a similar problem in the near future.

Mr. MILLER. As a former political scientist, I am concerned about structure and function, as I think many educators are today. I think the problem is how can you maintain flexibility and yet make the rules increasingly sophisticated?

For example, the new guidelines in title III include the bit about evaluation. Well, we think there should be something on evaluation. But you keep adding this and things and things that are important, to be sure, but this in a sense is sort of an approaching torrent which inundates a local school administrator. He has an increasing flood of paper he has to work with. I am very sympathetic to his point of view.

So, the problem is, how can you keep the fluids in terms of requirements and yet keep it regularized enough so that it can be systemized?

When you are dealing with 1,000 proposals, you have to have a real system. It is a real problem. I think, myself, the total OE staff members of title III—I have been privileged to work almost as a staff member, with nothing being withheld from me—I think they are doing a good job with the problem.

I think we need to be aware of the problem. I would say intensively aware of it in another 3 or 4 months, looking at it in terms of the next year's program. There may be ways we can innovate here. Maybe we don't need all the information we are getting. You see, it is interesting.

The OE staff feels they need statistics to verify its program. I am not sure it needs all these statistics and they are not sure, either, but they have to include everything, including the kitchen sink, to make sure they have touched all bases, in case Congress or some other person wants the fact and figures. It is a dilemma they are caught in.

I am also sympathetic to the local level where they have to react to these things.

You probably have reaction at the State level, too, I suppose.

Mr. HITT. I sure do.

Mr. ESCH. This brings out the relationship that exists with regard to the Federal program, and the need for us to maintain a simple and direct relationship between the State and the Federal programs as much as possible.

Mr. MILLER. Very much so.

Mr. ESCH. The other factor is that it does suggest that to the degree to which the Elementary and Secondary Education Act was, in effect, a stimulus to education in the United States, and that perhaps that is its major contributing factor.

Mr. MILLER. I think this is where it seems to be on title III.