

I can judge, you have done about the only systematic survey of the way title III programs have in fact been working out over the country.

Have you any general findings on the relationships between the two titles, or recommendations?

Mr. MILLER. Yes. I might also add that I think I have done a rather systematic study of the title IV, one of the few that has been done. I have looked at this title even before title III. I think the relationship there is very interesting. I was interested in the discussion about the situation in Austin in particular.

In the overview volume, there are two case studies of the interrelationship of ESEA titles, one in Boston, a title I and a title III. The other one is in Austin, Tex.

I looked around for positive examples of what is being done. In Austin there is a very interesting example where a triple AAAS science inquiry project, directed by a young fellow, Dave Butts, in Austin, has caught fire.

This was an example of a non-Federal program which went over very well. Then in order to get it out wider a title III project was brought in to demonstrate it. Meanwhile, the R. & D. lab at the University of Texas was doing the research on it. They were bringing teachers in to orient them, bringing teachers back to retool them, and then the regional lab was taking the results and putting them out over a wider area.

This relationship is good. But the interesting thing in the Texas agency was one of the coordinating the whole operation which to me is a very legitimate function.

No other agency could have performed the coordinating role here.

I see this as a relationship of where each aspect certainly had a role, which is not unique to it, but, in a sense, by working together, this developed a rather exciting study. It is what we should be getting much more of in terms of various relationships.

Mr. BRADENAS. I take it from what you just said, Dr. Miller, and what Dr. Hitt said a few moments ago, in response to Mrs. Green's question, that a fair characterization of your general posture in this entire area would be that we need a diversity of sources of support, thereby enhancing the prospects of creativity and higher quality, while at the same time we need to maintain the maximum degree of coordination so that we make the wisest possible use of scarce resources—money, people, facilities—and that we would lose, perhaps, some of those benefits if we tried to insist on a more monolithic structure for both obtaining financial support and administering programs.

There have been several rhetorical questions asked here today, and now mine is among them.

Have I misrepresented your attitudes? I would be glad to have any of you comment on that observation.

Mr. HITT. I would agree fully with what you have said. Really, the Texas State Department of Education plays a very heavy role in this thing of coordination.

Some of the ideas are generated by our shop. Some by some of the other shops. But sooner or later we see to it that all those that have something to bring to bear on this, and some resources, do get involved