

will also benefit directly large numbers of pre-service and in-service teachers, administrators, and laymen.

The range of dissemination activities that a laboratory might engage in is wide. Teacher education, for example, is a critical part of any campaign to disseminate the results of educational research. We also know, however, that teacher education presents some of the most baffling substantive, professional, and political problems. There is a great deal of controversy, for instance, about how best to train teachers in the first place. Moreover, while faced with developing better ways of training new teachers, we must also consider how best to renew the skills of teachers *already* staffing our schools. In addition, even if improved programs for teacher education are developed there are still problems with regard to implementing those programs in schools, colleges, and departments of education.

Clearly, regional educational laboratories can perform important functions in this area. One such function might be the development of curriculum programs that more skillfully relate the pre-service training of teachers to the process of education and the teacher's role in that process. Such programs ought to be flexible enough to absorb readily the research findings that laboratories and other research agencies will produce, and to develop in the teacher trainee a desire for continued professional development. Laboratories might open channels of communication with colleges of education and university departments to help insure that knowledge and understanding of new educational practices and programs are continually examined and allowed to influence the development of programs for training teachers.

Laboratories also might work on developing in-service programs for teachers, perhaps of the institute or workshop variety with which we are generally familiar. Laboratories might take advantage of opportunities existing under independently funded NSF and NDEA institute programs. Laboratories also might seek to involve local and state teachers' associations as important professional and political links in the process of implementing innovation, and to involve state educational agencies, since they are the political entities for teacher certification. Similar programs of development and service directed to administrators and educational policy planning personnel, including school board members at the local and state levels, should be vitally important parts of a laboratory's operation.

Laboratories might also introduce innovative instructional practices through exemplary or demonstration programs. Brickell² has shown us that the way teachers react to innovative practices often depends upon the opportunity to observe them at close hand and to try them out. Laboratories might seek to establish such exemplary programs on their own, or might very well coordinate the activities of local educational agencies seeking support for such programs from other sources, including Title III of the Elementary and Secondary Education Act of 1965.

Laboratories also might seek to disseminate their findings through print, television, radio, film, augmented telephone, and other techniques. They might explore the possibility of developing new types of school personnel whose sole responsibility would be keeping up with educational innovations and making them operationally available to teachers. School districts are beginning to understand the value of "assistant superintendents in charge of heresy," and laboratories might do a great deal to encourage the hiring and effective use of such personnel. Admittedly, a good deal of research has yet to be designed and completed before any productive answers are developed as to the role and function of such persons. But if we don't know the answers, we certainly are aware that there are many questions in this area to which laboratories might very well address themselves.

² Henry M. Brickell, *Organizing New York State for Educational Change*. Albany, New York: State Education Department, 1961.