

A more specialized dissemination function for each laboratory will be making available the findings of its research to other laboratories and other researchers. Individual laboratories can be much more effective in terms of their research, their service, and their program development if they are part of a communication network designed to keep one another completely informed of the activities of their sister institutions. This kind of communication can be accomplished by automatic data processing links, research bulletins, publications of the laboratory network, institutes for researchers, and connection with USOE activities of a similar nature, including the Educational Research Information Center.

Hopefully, a great many different types of agencies, organizations, and institutions will become involved in developing laboratory programs. Although large numbers of people with different kinds of skills are expected to be participants in laboratory operations, it is unlikely that laboratories will ever come to exist at all if every institution that is to be ultimately involved is also represented at the very beginning. In fact, it would appear to be more than likely that the initial steps in the development of a laboratory might be taken by a bold, imaginative, representative group of relatively small size, charged with the responsibility for developing an institution responsive to the needs and interests of all future cooperating elements and capable of performing the desired functions with effectiveness and dispatch. There will be many difficulties attendant upon the operation of regionally based educational laboratories, but perhaps the most impressive of these will be the actual creation of the institutions.

Finally, I would note two additional conditions that should be placed upon the emerging laboratories by their founders. First, difficult though it may be, laboratories should strive from the very beginning to see and create themselves as institutions of the highest prestige. They should be so designed that schools, universities, and states will eagerly call upon them.

Second, great care must be taken to see that the laboratory programs develop in such a way that none of the participating institutions are in any way injured by the creation of educational laboratories. Good things are now being accomplished within existing institutional frameworks. It would be a shame to compromise the continuing success of activities that already are giving fair promise to improve the nation's educational system.

The laboratory program is a challenge to progressive leadership. It is a challenge of broad implications for the relationships between existing institutions. It promises much; it will fulfill whatever the educational community will enable it to fulfill.

Mr. GIBBONS. Now you can tell Mr. LaFrance where the errors are.

Mr. HERZOG. One error is that I am Mr. Herzog. I appreciate the thoughts of the committee staff to make me a doctor, but I am Mr. for a while. This is Assistant Dean Joseph Young, who knows a good deal more than I do on certain points here. So I have asked him to come along. I am delighted you have invited him to sit here with me. A lot of what you hear in these hearings in Washington and here and I suppose elsewhere in the country seem to be complaints, criticisms, or suggestions. I want to go on record at the very beginning in saying that these have been very exciting and productive years, these past 2 or 3 years, since the Federal Government got into the business in a big way of trying to improve and support education in this country.

Commissioner Howe has pointed out that even with this very recent increase in interest and support, the level is still nowhere near that in medicine and some other fields. But there have been some very real accomplishments and many of the complaints I think that you hear are based on how the accomplishment might have been made a little bigger and better rather than general criticism of the whole thing and a lack of appreciation of what the Federal Government has been doing.

Another side of this is that many people in education, both in the schools and in the universities, feel under enormous pressure to sort