

you reach the stage of dissemination which I think is a very obvious stage of trying to promote the adoption of this new idea, usually not in a hucksterish way. Sometimes perhaps some of the textbook companies get a little bit aggressive about the new math or the new this or new that, but I think, in general, and appropriately, every new idea has a lot of competition to be heard and noticed. This essentially is the pipeline model.

USOE is currently in the business through the R. & D. centers, through its reorganization or supposed reorganization of the Cooperative Research Act, through the establishment of the regional educational laboratories, through attempts to build connections between research projects, R. & D. centers, regional labs, title III and title I and general support I would suppose in various ways. This notion of, "whatever is going on needs improvement," is one with which most of us will agree. Programs can be improved through kind of just developing ideas through the process I have just described, and somehow getting school people all over the country, over a hopefully shorter time than it has taken up until now, to adopt these new ideas.

It is my feeling and the feeling of many of us at Harvard that this way of thinking does provide a perhaps needed rationale for the entire range of activity that the Bureau of Research supports, which it didn't have before. It didn't do dissemination before, and so to a much more important degree than I think OE believes, the result of the previous cooperative research works were not widely known. And in my opinion, few deserve to be widely known, not because they weren't well-done pieces of work, but they were not relevant.

Mr. GIBBONS. To get down to the fundamental problem that we have, you get so much research, maybe not enough—and I am not an opponent of research, I support it—but we seem to get a lot of it. The Library of Congress has tons of it stacked up over there in the field of education. If you go into the stacks and start wading through that, you feel like the world is coming to an end when you see all that paper.

It is a little bit here and a little bit there. Who is supposed to evaluate all this and determine whether it is worth anything? Who is supposed to disseminate it? Who is supposed to put it together and put it into some kind of action?

I sometimes think if we did all the things that research found practical, we would never be able to stand it all. Do you get what I am driving at? We have to find some media to turn research into action or to discard it, to at least know where to go in the future in research.

We are often accused and ridiculed in articles about just promoting research for the purpose of research, one of the things that we who have to get elected every 2 years get sensitive about. Can you give us any guidance in that field?

Mr. HERZOG. I agree with this criticism in the sense of urgency with which it is offered to you or by you. I think that really by oversimplifying the problem, the issue can be avoided for a year or two or three, but it will be right back with us because if you try to solve an enormous problem by obviously inadequate methods or ways of thinking the problem will still be there a couple of years from now.

I think a crucial element has been left out, and I am not sure whether it is the greatest, but it strikes me personally because it is the way I