

My contacts with programs and activities of the Research Branch of the Office of Education include participation in curriculum improvement projects in elementary written composition and in the teaching of anthropology in elementary schools and in a research project on the sequence of teaching the newer mathematics topics in the intermediate grades at the University of Georgia.

I have served since 1964 as a field reader for small contract proposals and am currently under contract to evaluate proposals of any specified scope in my fields of competence.

Earlier, from 1959 to 1962, I served as a member of the Research Advisory Committee to the Cooperative Research Branch at a time when we operated as a committee of the whole to review and evaluate all research projects submitted for funding.

More recently, I have served as a Headstart observer in the summer of 1965 for a project partially supported by the Office of Economic Opportunity, as a panel consultant to the Office of Education on its equality of educational opportunity survey during 1965-66, and as a site visitor and evaluation committee member for the Office of Education in the summer of 1966 for its projected national program in early education.

This year we have had the experience of providing postdoctoral educational research training in early childhood education to one fellow.

My first reaction, and I feel sure I speak for my colleagues at the University of Georgia, is that the Office of Education has shown a remarkable ability to evolve a progressively more functional program of research and development in a rapidly changing situation.

Starting from scratch 10 years ago, it first developed a program of basic and applied research under not merely the scrutiny, but the control of non-Government research personnel, which earned the confidence of the Congress and the research community.

Each year it attracted greater numbers of acceptable research projects than its appropriations could support, so there was no occasion to discontinue or cut back support. Rather, there developed a small backlog of worthy projects to be carried forward for funding in the next fiscal year, for which gradually increased appropriations were made.

At the same time, the small professional staff looked ahead, conceiving and proposing constructive extensions each year from the solid base of defensible projects in hand. The first extension, in 1962, was into 5-year curriculum improvement projects. These permitted bringing together specialists in substantive knowledge and research design, they permitted maintenance of functioning research staffs on studies that could be planned in sequence in advance with confidence that funding would be available when needed, and they permitted longitudinal studies over time with their promise of definitive findings not obtainable from short-term studies.

A second extension followed successful administration of this program. In 1964, the research and development center concept was broached and adopted. With each center funded for approximately 10 times the amount of the curriculum projects, for a 5-year period, with the prospect of renewal for a second 5 years, substantial interdisciplinary efforts could be mounted, semipermanent research staffs