

of professional, technical, and clerical personnel could be assembled, and truly longitudinal studies could be planned.

These centers, as you well know, have also been given the responsibility for demonstrating effective practices and disseminating them. Our own experience has paralleled this development. We moved from individually approved studies to curriculum projects in which materials for seven grades had to be developed and tried out over 5 years through elaborate plans for overlapping and sequencing in particular subject areas.

We now have a research and development center in educational stimulation in which we have been able to plan a longitudinal study over the 10 years from age 3 through age 12 to determine the effectiveness of continuous, structured sequential stimulation of young children over that period in producing greater achievement than might otherwise have been attained.

An excellent example of the kinds of outcomes to be expected from such centers is the applied research study conducted for the past 6 years by the Denver Public Schools under arrangements prevailing in 1960, and just published.

This study had to do with the beginning teaching of reading with 5-year-olds.

In 1966, a third extension has been undertaken. The regional educational laboratories, combining the resources of the advanced training institutions and the State departments of education of several contiguous States, have been given broad responsibilities for dissemination of effective practices.

Dr. Hopper, who has also been summoned to testify, can speak of that extension for this region.

As the fiscal pressures of international commitments have increased, the Office of Education and we collaborating centers have made several adaptations calculated to render our total effort more efficient. We have accepted a reallocation of responsibility, so that our research and development center sees its chief function in the development and refinement of materials and procedures in ongoing field situations, in schools under normal operating conditions.

Basic and applied research studies will continue to need support to encourage exploration of new ideas falling outside the focused efforts of research and developments centers. At the same time, a considerable dissemination responsibility is being assumed by the regional laboratories.

In keeping with our responsibility for refinements of workable innovations, we are looking toward progressively more collaborative arrangements with local districts under title III of the Elementary and Secondary Education Act.

Both our current major field efforts are in counties where title III grants have been made for related exploratory activities. The arrangements are mutually beneficial and provide a model for extension of our efforts into other areas of exploration and refinement of new approaches.

We have one unique project going in the teaching of a cross section of a community's children 3 to 5 years of age in a public school.