

An area I would like to see us explore would be the substantial introduction of male participants in the teaching of children at the preprimary and elementary levels.

We are also taking steps to apply systematically the cost-benefit approach to evaluation of our activities. The materials developed by a project supported by the Office of Education and resulting in a Program Evaluation and Review Technique, PERT, are directly applicable to charting the expected flow of activities and the data they generate into usable findings for further refinement and/or dissemination.

A word about the small contracts program. This has been beneficial in at least two important ways.

First, it has enabled research workers to conduct pilot studies, preliminary to larger studies, so that problems of detail and of instrumentation can be worked out in advance, rather than become hazards to the efficient accomplishment of the larger studies.

Second, a number of doctoral dissertations have been made feasible or broadened in significance by the underwriting of costs that would otherwise have forced the relatively impecunious investigator back into a more limited type of study with correspondingly more limited generalizability of findings.

Another word concerning a further extension of the research and development center concept. The national program in early education, involving a national coordinating center with autonomous satellite centers, seems well designed to meet the demand for accelerated trial of procedures to deal with a rapidly emerging phenomenon requiring innovation, refinement, and systematic evaluation, because of its immediate importance. Other areas might be given similar prompt, systematic exploration when identified. One suggestion I feel might help in achieving the most efficient use of funds appropriated for research and development centers and regional laboratories on one hand, and for title III innovative projects on the other, would be to allocate 10 percent of the title III grant for research and evaluation to administration by an autonomous agency like a center or laboratory. If such funds were under the authority of the evaluators, they might be in a better position to assert considerations basic to objective evaluation.

The idea occurred to me from consideration of the Vocational Education Act of 1963, with its 10 percent for research provision. I cannot claim to have thought it through, or to involve my colleagues in it. It does not arise from negative experience, but from the positive experience of being able to assert positions when contributing to a collaborative effort.

Let me conclude by "praising with faint damns."

Reimbursement procedures for readily justifiable expenses and honorariums of consultants to the Office of Education are unwarrentedly tedious. No State or private organization would tolerate them.

Communication with the Office of Economic Opportunity and with the Educational Research Information Center program leave much to be desired.

In all our major negotiations and communications with the Office of Education, however, we can only pay tribute to the courtesy, effi-