

Dr. HOPPER. I suppose that there might be some considered overlap. Certainly the Science Information Exchange has sought to index research and development activities, and probably it has not been as successful as it might have been, operating in a rather loose fashion, with the strong Federal departments.

We are having larger expenditures of Federal dollars in the same areas, but what we are getting now is second-, third-, fourth-, and fifth-generation material, coming down the road not this year but 2 or 3 years from now and 5 years from now.

We know that minimath, the new math science in elementary grades, which we are seeking to test in this area, sponsored by the National Science Foundation, appears to have considerable merit, and perhaps will take us beyond where some of the Yale math took us.

I wouldn't see needless duplication at this time, even though one could identify a whole host of, say, math science curriculum programs. But we are getting a layering now in maturing of them, the same as we are having with computers and other technological areas.

Mr. ERLNBORN. With the development of the regional laboratories, is there any cutback in the activity of expenditure of the Office of Education in their curriculum development activity?

In other words, are the labs taking the place of the efforts of the Office of Education in curriculum development, or are they in addition to?

Dr. HOPPER. Oh, in a sense. But just using the minimath as an illustration, the National Science Foundation in the last fiscal year spent approximately a million dollars on that particular program at the University of Minnesota. This year, in my understanding, they are spending close to \$800,000, and the regional educational laboratories are assisting in the trial of materials to see how effective the materials are in different regions of our country.

The Office of Education probably has never had sufficient funding, until the last few years, to support massive curriculum development. The National Science Foundation has been doing it for years, of course—some of the first generation new curricula you alluded to this morning. I would say in some instances there are cases where funds have been saved because of these regional laboratories, and this, we are saying, is only after 5 months of operation, since I have been there less than 5 months, at this point.

In the future, the great value comes in opportunities for young people through educational development for much stronger programs than we have now.

Mr. ERLNBORN. Do I understand correctly that your principal objective, here, in this region, is to conduct research and develop the curriculum for this region? In other words, are you responsible to the three or four States that form your region?

Dr. HOPPER. We are not responsible for the development of curriculum offerings directly. The concept of the labs is obviously so new that I am certain that from laboratory to laboratory you may get some disagreement on precision, and of course this is one of the very strengths of it.

As I would propose, in our U.S. way of life, here we are having an opportunity to see how an independent group, unfettered