

The center staff will correlate all aspects of the program including clinical services for children, services and training programs for teachers, parents, and liaison personnel, and training programs for preservice teachers and other related disciplines.

Several approaches have been used to assure program continuity, effective dissemination, and an exchange of ideas among Federal, State, and local education agencies and personnel.

The Title III guidelines are revised periodically to incorporate evaluation results and suggestions of local and State educational agencies.

Administrative memoranda are sent to project directors and State Coordinators periodically to explain identified policy or procedure changes.

A filmstrip explaining Title III was provided free of charge to all State educational agencies.

All approved projects are processed into the ERIC system, which I will describe later, for more effective program dissemination. In addition, abstracts of all projects are published periodically in a listing called *PACEsetters in Innovation*.

Project personnel are invited to the Office of Education to work on special projects for 2-week periods in a new program called Visiting PACE Fellows.

Amendments

Last year, Title III was amended to include participation of Indian children in BIA schools and children in DOD overseas schools. It is estimated that nearly \$205,000 will be expended on supplementary educational centers and services for Indian children during this fiscal year, and approximately \$527,000 for children in overseas dependents schools. Provision for participation in Title III of these children expires at the end of this fiscal year. We are therefore recommending extension of these provision for one more year, through Fiscal Year 1968, in conformity with the authorization for the rest of the Title.

TITLE IV—RESEARCH

Title IV of the Elementary and Secondary Education Act amended the Cooperative Research Act of 1954, the Office of Education's basic authority to award grants or contracts for any research or related activities which promise to benefit education. By far the largest number of research activities receive project support—clearly delineated, limited-time research on subjects as varied as the questions educators seek to answer. The other form of research activity is called program support; this involves specifically announced problem areas in education where there is felt to be a need for continuous, intensive attention.

Several types of program support are carried on by the Office of Education. Research Development Grants support the efforts of small or developing colleges to acquire sound research capacity. Research and Development Centers—of which there were 11 in operation at the end of Fiscal Year 1966—concentrate on a single problem area in education and conduct activities ranging from basic research through dissemination. Educational Laboratories, now numbering 20, bring together the resources of universities and schools to develop, demonstrate, and disseminate new curriculum and new methods to improve education. A listing of the existing Research and Development Centers and Laboratories is attached as Appendix C.

Programs for Training Educational Researchers, authorized by Title IV, support undergraduate, graduate, and postdoctoral training, training institutes, inservice programs, and special projects dealing with educational research.

Getting the results of educational research into use in the schools and colleges is as important as the research itself. Unless the findings of a laboratory or and R & D center are put to work in the classroom, their value is meaningless. To promote dissemination, the Educational Research Information Center (ERIC), of which I spoke earlier, has been established. ERIC is a comprehensive national information system designed to serve American education by making available reliable, current educational research and research-related materials. The system is made up of a network of information clearinghouses or documentation centers located throughout the country and coordinated through Central ERIC in the Office of Education.

By the end of 1966, clearinghouses had been established in 13 substantive areas: counseling and guidance; disadvantaged; educational administration;