

It is my observation that the face-to-face type of thing does a lot more than publication, although publication is a useful adjunct to it.

We are trying in a whole variety of ways to get the word around as to what is successful, what seems to produce some payoff in schools.

A major piece of this is the ERIC system, which was described in a pamphlet.

Mr. DELLENBACK. You make reference to that in your testimony.

Mr. HOWE. This is a very convenient basis for a school district or anyone else concerned with education, to get summarized information about a research or demonstration project in which the Federal Government has invested.

Mr. DELLENBACK. But you do raise serious questions, I gather, as to the success of this program to date?

Mr. HOWE. Let me observe that the nature of the government of America's education doesn't lend itself to rapid dissemination. We have to understand that. We have supported a system which is a system of local control of education, local financing in many places with some State support, school boards setting basic policies.

It takes more time in such a system to disseminate than when you have a highly centralized system. So I think it is quite reasonable to expect that the processes of dissemination will take a period of time, and this is the exact experience which Mr. Estes cited organizations like the Ford Foundation which have been interested in educational change over the years have had.

It is a slow but steady process.

Take a particular area of school curriculum in the sciences, like the PSSC physics program introduced in the late 1950's. This is still in the process of filtering down through the schools, through the retaining of teachers, through school districts, making the change to change their old-fashioned to newer physics.

This is, again, the way it works.

Mr. DELLENBACK. You are continuing to push this.

Mr. HOWE. Yes.

Mr. DELLENBACK. You do not feel from the standpoint of legislation that there is a gap that needs filling in this regard?

Mr. HOWE. I don't think there is any need for us to have additional authority to disseminate, and I don't think we ought to be given authority to require. I think we are well enough armed with authority.

It is a question of our imagination in making things move.

Mr. DELLENBACK. May I ask one question relative to the Teacher Corps which, again, shows my naïveté in this regard.

What would happen to the Teacher Corps if the salaries were restricted? I notice in your breakdown or estimated cost of corpsmen that half of this is salary, half of a 2-year cost is about \$8,000-plus, on a \$17,000 total. You commented in your testimony that you have found that salary was not the point, and, therefore, you could bring about this reduction that you propose now.

I was following very carefully, with interest, the questions of my colleague from Minnesota earlier as he was pushing along in the direction of the uniforms, the tie clasps, or what you will.

I wondered what would happen. Would you suddenly find there would be no applicants for this? What if in effect the program were