

And there was a deliberate and serious effort there to deal the State and the community in on a field with which they had had relatively little to do before that time.

So that although the situation is not one of participation and so on, at the moment, it is a good deal better than what existed before, and we feel pretty good about the trend of events.

Mrs. GREEN. Would you be specific on what you think the regional education labs are to do? What do you see them doing? What do you see them doing in the northwest area, for example?

Secretary GARDNER. Well, we have been through such a long and thorough discussion of that, and Harold Howe has sat in on the committee review of it, the Advisory Committee on the Regional Education Labs that has just gone over this whole thing, and I would like him to tell you their views as well as his own.

Mr. HOWE. Mrs. Green, first of all, each of these laboratories addresses itself to some broad problem area of education, and it defines for itself its mission. We give approval to that mission when we begin to give planning grants to the laboratory. For example, one of the laboratories in the Southwest is particularly concerned with the bilingual problems that come with the Mexican-American children, or Spanish-speaking children.

The laboratory in Los Angeles is particularly concerned with the development of new ways of teaching reading and with getting this teaching of reading by new and more efficient methods adopted in the schools.

There are other missions for other laboratories. The one in New York City, obviously, has a mission of being concerned with problems of education of disadvantaged children in a very broad way.

Now each laboratory has a major purpose of either developing research or taking advantage of already-developed research activity, and getting the results of that research, be it on curriculum or teaching methods, or some combination of these things, or use of new apparatus in the schools, getting that activity demonstrated well, and used in the schools, in a way to bring about, not just in the region where it is, but perhaps across the country, major changes in education and changes which have been proved to be workable.

This is the main push of these organizations, to act as the bridge between the development of new ideas in education and the actual use of these ideas on an effective basis in the schools.

Is this helpful as an analysis of their mission?

Mrs. GREEN. It fits in with what we were told as we held hearings across the country.

My question to them, and to you is: What, among all of these things, could not a State department of education do? Why could not a State department of education in California do something as far as the two languages are concerned, or as far as reading or as far as working with the disadvantaged?

What is there in a regional education lab that a State department of education can't do, if we charged them with that responsibility, and if we gave them the funds instead of the regional education lab?

Mr. HOWE. I think that—I doubt that we can make an argument that a State department of education couldn't do it. Because, prop-