

erly stimulated and led, and with enough funds, the State department of education can do a great many things; but I think we can make an argument that a State department of education, with its many operational responsibilities, is unlikely to be able to move quickly on problems of bringing about change when it is bogged down in problems of contending with the present.

It has problems related to increasing numbers of children, to building, planning, to salary policies, to all the mix of things that make up the administration of education in the State, teacher certification, and so on, and a State department of education doesn't have a convenient arrangement for building this bridge from university activities and research developments in universities to the public schools.

Now some State departments of education may have an easy way to do that. Others probably don't. And I don't want to present a black and white argument about this, because I would be inclined to agree with the implementation of what you say; that you might get a State department of education so financed and involved that this same kind of work could be carried out, but looking at the problem of the United States as a whole, and having the desire to move significantly in many portions of the country to bring the results of research into activity in the schools, why I think I can argue strongly that an independent agency with that particular purpose is likely to move more quickly and with more imagination than the State departments as now constituted.

Chairman PERKINS. I think, if the gentle lady would yield, it is important to this point to observe that when we wrote the original act in 1965, the State departments were not derelict in their responsibility, but they had not moved into this area, and in order to improve the quality of education at the elementary and secondary education level that we found that the Government should, through the cooperative research title, provide regional laboratories, so that they could disseminate and get the information at the elementary and secondary level, within a reasonable period of time.

I think that reasonable period time, to expedite improving the quality, I feel, is the reason that we enacted the title IV in the bill the way we did, and it was intended all the way along that the closest cooperation take place between the laboratories and State institutions. If we have not had that type of cooperation, I certainly feel disappointed and I have been laboring under a false impression that we have had that type of cooperation all the way along.

Secretary GARDNER. I would say that we have good beginnings of such cooperation in most of the laboratories. But I would return to the point that this kind of activity has not been done in the States, in the State agencies. Most of them are utterly unfamiliar with it. They wouldn't have the personnel or the tradition or the background of interest or motivation to do it.

And it is in many instances fairly at odds with the present day-to-day responsibilities of the State agencies.

So what we did was to start with the institutions which have traditionally done this, but require as strongly as we could that they move out, toward the schools, toward the State, and to create a link, but beginning at the base of where the tradition of research and develop-