

When the Commissioner of Education testified before us, I believe he said there would be 10 clearinghouses around the country, in addition to the 20 regional labs and the R. & D. centers.

Do you have any of those clearinghouses? I assume they might be connected with ERIC.

Mr. HITT. We have been very active in the ERIC project. I assume he was referring to a network for dissemination purposes. Our planning staff is constantly developing brief descriptions of activities or special projects that are being carried on and sending them into the U.S. Office for inclusion in ERIC.

The regional lab, in our case, has taken this thing of dissemination as one of their primary responsibilities. They have organized so that they are staffing to assist in the implementation of this clearinghouse operation, of moving information out.

To find a good answer is no good unless we get it into the works.

Mr. BRADENAS. Which subject will your clearinghouse specialize in?

Mr. HITT. I don't know whether they have been designated. I am not familiar with this idea of 20 clearinghouses.

Mr. BRADENAS. As he told me, they would have all of these clearinghouses, and each one would have a different subject, just as each R. & D. center has a different subject.

I understand the regional labs are trying to coordinate everything?

Mr. MILLER. That is the basic approach. There is one, for example, in the small schools in New Mexico. There is one under the vocational education at Ohio State. There are a number of them which have been designated as clearinghouses, depositories of fugitive materials that can be then put on cards and developed in some way that can be useful.

Mr. BRADENAS. Then we really have three channels, don't we, through which information is coming by an organization to the local school district?

One is the State department of education which transmits a substantial amount of information, innovative ideas and education, and then running from the R. & D. centers through the regional laboratories to the supplemental centers and down to the local school, and the third way would be from the R. & D. centers to the specialized clearinghouses and then to the local schools.

Mr. MILLER. I would say all of these would be involved. I would emphasize the point that Commissioner Hitt made, that this information is of no value unless it gets to people who can use it and will use it.

Both can and will are important. Just giving a flow of information is not enough. The information needs to be packaged. This is quite an art in itself, packaging information so that it can be used, so that systems will pick it up. It is not just a flow that we are concerned about. It is the type, the nature of the flow, and what is said to whom and how.

I would suggest we are still infants in the area of dissemination. We have packaged reams of materials and millions of words, just sort of hoping by the shotgun blast somehow we would get there. I think the centers being developed in Texas are very conscious of the dissemination problem and the implementation problem.