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ABSTRACT
              This paper examines the role of regional educational
laboratories in educational research, development, and dissemination.
Program activities of the Eastern Regional Institute are examined
against the institute's proposed objectives. Related documents
include EA 003 544, EA 003 545, EA 003 549, and EA 003 550.
(Author/LLR)

ONE LABORATORY'S ATTEMPTS AT

TRANSFORMING EDUCATIONAL PRACTICE

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March 13, 1970

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DO THE SCHOOLS NEED TO BE TRANSFORMED?

The schools should be educating our youth. However, education
is a word with a forgotten meaning. In educational practice, it
is assumed that maintaining schools will result in education of
our youth. In the struggle to provide a formal setting for
education, our society has fixated upon the physical and logistical
problems of the school and has largely forgotten the primary
meaning of education. As Postman and Weingartner (1969, p. 62)
point out, the meaning of "education" should be considered relative
to the word "educe" from which it is derived. "Educe" means "the
bringing out of something potential or latent." Educational
practice should be concerned with educing the potential within
the learner. It should recognize that learning and problem
solving are natural creative activities. It should be designed
to begin with the experience and meanings already accrued to the
learner for the purpose of stimulating him to actively extend,
modify, and reorganize his experiences and meanings. Educational
practice should have as its primary focus, not the operation and
maintenance of schools, but the cultivation of the behavioral
capabilities of the learner. Indeed there are numerous slogans
which state that our schools are concerned first and foremost
with educing the learner's potential. However, the slogans have
little counterpart in educational practice. Indeed the assumptions
which underlie actual practice in our schools are in direct
conflict with the true meaning of education.

Some of the unstated assumptions which underlie educational practice have been noted by Rogers (1967, p. 174) and Postman and Weingartner (1969, p. 20). These include:

> The student cannot be trusted to pursue his own learning.
>
> Presentation equals learning.
>
> The truth is known.
>
> The aim of education is to accumulate brick upon brick of factual knowledge.
>
> Constructive and creative citizens develop from passive learners.
>
> The voice of authority is to be trusted and valued more than independent judgment.
>
> Feelings are irrelevant in education.
>
> Discovering knowledge is beyond the power of students and is, in any case, none of their business.
>
> Passive acceptance is a more desirable response to ideas than active criticism.

That the schools hold such assumptions is evident from direct observation of educational practice (Goodlad, 1969, p. 60). It is also apparent from their actual physical organization and architecture (Ackerman, 1969; Coles, 1969; DeCarlo, 1969; Goodman, 1969; Prangnell, 1969). That school practice based upon such implicit assumptions is the antithesis of education is a certainty.

Strangely, practicing educators do not usually recognize
the real assumptions which underlie their practice. The reason
for this is that, for practicing educators, the goals, assump-
tions, and justifications related to the true meaning of education
are slogans. Many of them are not even new slogans. Those
involved in educational practice have found that slogans should
be stated, shouted, and pledged allegiance but that they have
little or no relation to the operational activity of the school
and the classroom. Consequently, there is a second set of
assumptions and rules for the "actual" education of the child
in the "real situation" of the classroom. Thus, most teachers
press on, viewing themselves as "content" specialists and per-
ceiving the "forced" transmission of the body of information of
their specialties or disciplines to their students to be the
first and, in most cases, the only matter of importance despite
lip service paid to other views. This attitude is especially
widespread among secondary school and college teachers and is
frequently emulated by elementary school teachers. Curriculum
developers, state education departments, and textbook publishers
have also made a large contribution to this most unfortunate
attitude. As Roberts (1966, p. 353) notes, most innovative
curricula have been designed for the purpose of cramming more
information into students. The same thing may generally be said
about state education department curriculum guides. Every year,

they seem to get thicker, and the list of what the student is
supposed to be made to "know" grows longer and longer.

Generally, it appears that our schools are not involved in
the practice of education. In all aspects of educational practice,
little emphasis is placed upon objectives and procedures dealing
with assisting the learner in the motivation for learning, dis-
covery, acquisition, organization, and application of information.
Rather, all parties involved in the educational enterprise, except
for the pupils, have been almost exclusively involved with three
usually unrelated areas. These are the creation of slogans, the
"nitty-gritty" of factual content of curriculum and instruction,
and the organization and maintenance of those institutions called
schools. Educational practice in our schools is still incredibly
illogical, inappropriate, non-functional, and unconcerned with
learning. It is no wonder, as Goodlad (1969) observes, that the
numerous educational innovations of the sixties have been "blunted
against the classroom door." Those curricular innovations which
are most outstanding and most appropriate in terms of being
designed for proper educational practice and effective learning
are frequently least acceptable to teachers and schools.

AGENTS FOR TRANSFORMING THE SCHOOLS

The Regional Educational Laboratories are new institutions
in the educational enterprise. They emerged from the Gardner

Task Force on Education established in 1964 by former President
Johnson and were subsequently funded under Title IV of the
Elementary and Secondary Education Act of 1965 (Bailey, 1970,
p. 5). A very complete account of the laboratories, their
objectives, formation, and emerging programs is presented in a
recent issue of the Journal of Research and Development in
Education (1970). The issue is titled Regional Educational
Laboratories; Agents of Change.

From the beginning, the laboratories were conceived as agencies
for transforming current educational practice in our schools.
Educational laboratories were to be a new type of institution
"less isolated than the university from the rest of the educational
system, more sensitive to the operating needs of practitioners"
(Bailey, 1970, p. 8). They were to be involved in research,
development, and dissemination. Laboratories were to apply
research and theory to needed reform in educational products and
practice (Schmidtlein, 1970; Becker, 1970).

The concept of the laboratories grew partly out of a dis-
enchantment with the history of educational research and development
at universities. It was widely recognized that most of the research
and development at universities tends to be research and that
development and diffusion are typically ignored. Furthermore,
the educational research conducted at universities was viewed as

generally being "academically precious and socially irrelevant"
(Bailey, 1970, p. 8). It was further noted that the educational
research conducted at universities has been fractionated and non-
programmatic. Such research has consistently failed to produce
a noticeable impact on educational practice (Bailey, 1970; Chase,
1970a, 1970b; Schmidtlein, 1970).

Ultimately, 20 regional educational laboratories were
established around the country. At present, only 15 remain,
five having been phased out due basically to an overall lack of
funds available from the United States Office of Education
Division of Educational Laboratories.

The regional laboratories were to be large institutions with
each having an annual budget of from 5 to 10 million dollars
(Bailey, 1970, p. 6). They were to have a direct involvement
and commitment to the improvement of educational practice within
their geographic regions, but they were not to be service agencies.
Rather, their involvement with schools in their region was for
the purpose of studying educational problems and producing educa-
tional products of national significance. The activity in the
schools was to be part of a long-term programmatic research and
development effort which, while having national significance and
utility, would help regional schools adopt and implement new
educational products and practice. The assumption was and still

is that educational research and development has little utility
for changing educational practice unless it occurs in the context
of curriculum content, instructional materials, teacher and pupil
behavior, school management and organization, and related factors
encountered in the educational enterprise.

The laboratories have never been funded at the level
originally intended. Instead of the total annual budget of 75 to
150 million dollars which had been planned for the regional
laboratories, the 1969 budget amounted to less than 22 million
dollars, with the average for each of the 15 laboratories being
under 1.5 million (Schmidtlein, 1970). None of the laboratories
have been funded at the 5 to 10 million dollar-per-year level
which was originally planned.

As new educational institutions, the regional laboratories
have emerged without benefits of strict or definite guidelines
(Hemphill, 1970). This has been advantageous, but it has also
been the source of difficulties. For the laboratories, in a very
short period of time, have had to state their missions and trans-
late them into operational and functional program activity. This
has been a major task and as Bailey (1970) notes:

> It is well to remind the academic savants
> who have been critical of some of the lab per-
> formances that there are few more embarrassing
> questions that can be asked of any academic
> institutions, or subdivision thereof, than

> "Define your mission." The wonder is not
> that a few labs had difficulty in developing
> coherent answers to the question of mission.
> The wonder is that most of them succeeded in
> achieving (and during a period of confusion,
> mixed signals, and uncertain funding) clear
> statements of function that led increasingly
> to coherent and responsible performance /p. 13/ .

Bailey cogently states the problems encountered by the
laboratories as they have attempted to define and implement
their missions:

> Viewing the emergence of the Laboratory
> Programs as a practical development as well as
> a development of ideology, it is also true that
> the early years of the laboratories put a high
> premium upon the various directors' tolerance
> for frustration. Lab directors had presumably
> been hired because of their capacity to inno-
> vate, to see the practical dividends of theo-
> retical research, to develop a team of educa-
> tional "philosopher-kings". In fact, much of
> the early period was spent by the directors
> in searching for personnel that did not exist
> (or that was secure only in a strictly academic
> womb); trying to second-guess the interests and
> philosophies of Washington staff, National
> Advisory Committee representatives, and local
> boards; making commitments without knowing
> whether Congress would appropriate sufficient
> money, and at the right time; getting the word
> around to important constituents that an educa-
> tional laboratory did in fact exist in the
> area and was neither an R & D Center nor a
> Title III Supplementary Center /p. 16-17/ .

Despite all these problems, the regional laboratories have already

made significant contributions to changing educational practice.

This is apparent from the observations of Francis Chase (1970)

as he reviews the past activities and future prospects for the

laboratories.

ERIE'S ROLE IN TRANSFORMING THE SCHOOLS

ERIE has done much to transform educational practice in many
schools throughout New York and Pennsylvania. Most of this
activity has resulted in findings, techniques, and products of
national significances. The details of this activity are reported
in many other documents and papers (Andreas, 1970; Andrulis, 1970;
Cole, 1969a; Cole, 1970a, 1970b; Cole, Andreas, & Archer, 1969;
Cole & Seferian, 1970; Cole, Bernstein, Seferian, et al., 1969;
Herlihy, Andreas, & Archer, 1969; Mahan, 1970a, 1970b; Ritz,
Wallace, C. W., Harty, & Brown, 1970; Seferian, Cole, & Bernstein,
1970). In this paper, I shall attempt to present an overview of
the scope and variety of ERIE influence in schools and related
educational organizations.

The work for which ERIE has been best known is the installa-
tion of Science--A Process Approach, a K-6 curriculum, in schools
of diverse characteristics. This was ERIE's first major program
activity. It was intended that Science--A Process Approach
would serve as a vehicle for the study and testing of curriculum
installation and dissemination procedures. It was felt that such
a study could facilitate the effective installation and dissemi-
nation of other innovative curricula by ERIE or other agencies.
What was learned about curricular installation and dissemination
would be a "product" of national significance. Yet, during the

study, many schools in ERIE's region which were teaching no or
very little science could be assisted in implementing a worthy
and well-developed science curriculum, thus serving the needs
of area schools.

Both of these objectives have been met to a large degree.
Specific objectives were established for the installation of
Science--A Process Approach. Assumptions underlying the installa-
tion and dissemination procedures were stated. Procedures for
installing, monitoring, and disseminating the curriculum were
developed. Massive teacher education efforts were undertaken.
Formal agreements with the school districts, the state education
departments of both states, the National Science Foundation,
Title III agencies in both states and a network of college science
education professors were established. All of these agencies
contributed, under ERIE's direction, to more effectively implement
the installation and dissemination of the curriculum. The money
available for the installation and dist.mination activity has
been effectively increased by a large amount through funds directly
contributed by these agencies and additional funded proposals
prepared by the college professors to further install and imple-
ment the program.

The result of all this activity is quite impressive. To
date, ERIE has installed and disseminated Science--A Process
Approach to the extent that approximately 57,000 students in
New York and Pennsylvania are involved in using the curriculum

as their regular science program. Over 1300 teachers have been
trained in the proper utilization of the curriculum by ERIE
summer institutes and workshops (See Figure 1). With assistance
from the National Science Foundation, ERIE has trained 50 profes-
sors of science and science methods from 41 colleges and
universities as supportive personnel for science curriculum
innovation and improvement. This group is known as the Regional
Action Network (RAN). The RAN activity was begun only in mid-1968.
Yet, it has already achieved much (See Table 1).

Table 1

Major Regional Action Network Activities
38 professors serve as consultants to pilot and demonstration schools
11 professors served as workshop staff members (August, 1969)
5 professors were administrators of large inservice workshops (summer, 1969)
5 professors submitted NSF proposals during 1969--at least three funded
2 professors attended a week-long seminar on Science Curriculum Improvement Study
3 professors wrote journal articles relative to their RAN activities
3 professors hosted college conferences on two or more emerging curricula
15 professors delivered keynote addresses at Curriculum Demonstration Days in pilot schools

In addition to all of this, many of the 50 RAN professors have
instituted new, more appropriate preservice education courses for
their students on their local campuses.

Fig. 1. Locations of Schools in New York and Pennsylvania in which ERIE Has Installed <u>Science—A Process Approach</u>

● = original pilot schools

■ = Later demonstration schools
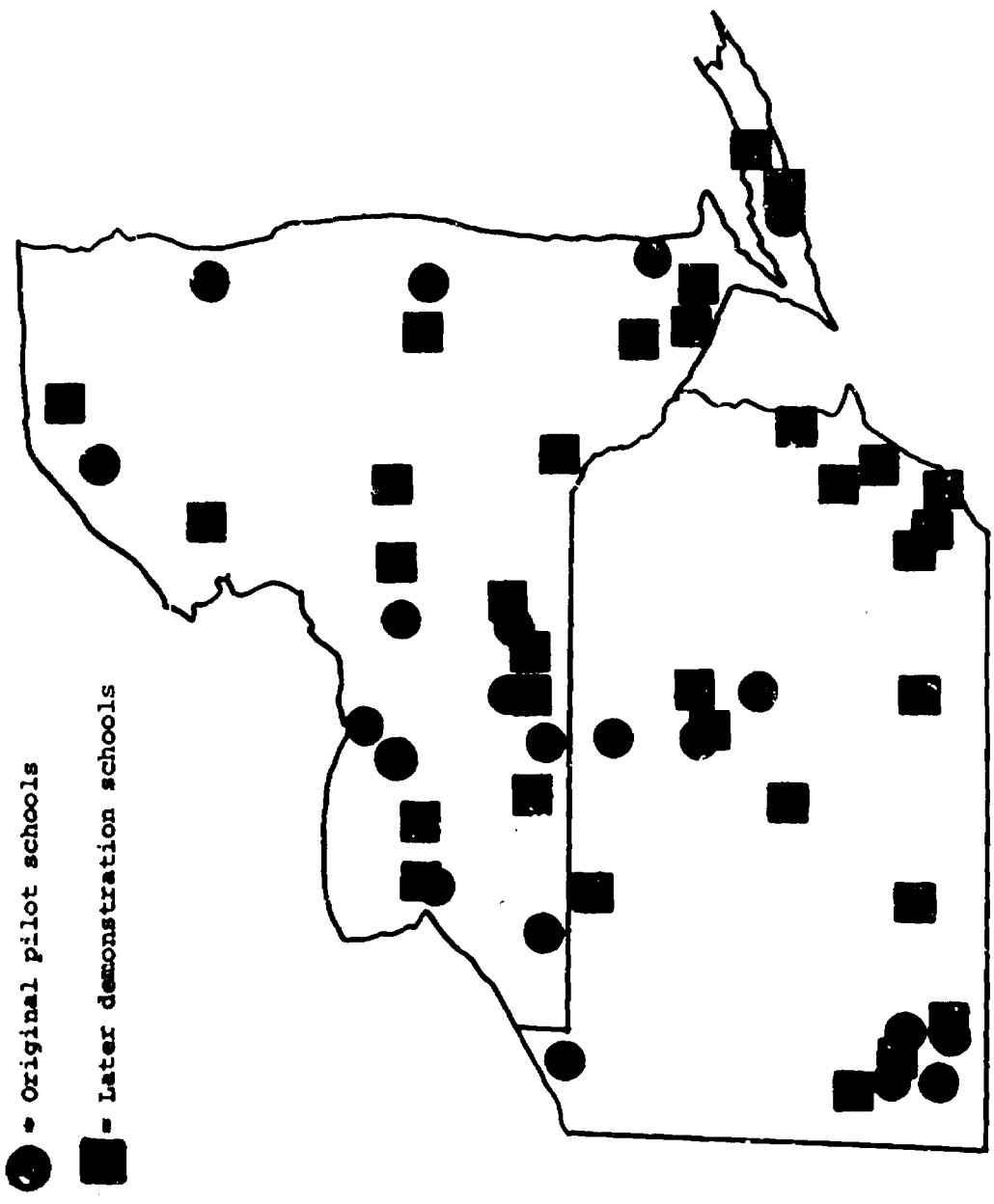
Title One Laboratory's·Attempts at Transforming Educational
Practice (Long Version)

Author H. Cole

Date Completed (or projected) March 1970   No. Pages 30

Description:

     This is an invited paper which was prepared for the
National Science Teachers Association and the Association for
the Education of Teachers in Science. It examines the role
the regional educational laboratories were to play in educa-
tional research, development and dissemination. The program
activity of the Eastern Regional Institute is examined against
the mission outlined for the laboratories by individuals re-
sponsible for conceptualizing and establishing the laboratory
program. This document is perhaps the most comprehensive and
complete explanation of the Institute program and mission
which has been written. It probably should be saved for use
by future scholars or R & D program designers. ERIC might
be an appropriate repository.

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Assumptions, procedures, and strategies for curriculum installation have been tested, modified, and empirically validated. Research studies relating teacher personality characteristics, demographic variables of the school communities, success of installation, and pupil achievement have been completed. More related studies are currently under way. Much has been learned about the variables and effective strategies which influence curriculum installation and dissemination.[1]

ERIE has been engaged in other significant but less well known work relating to improving educational practice. Another network has been established for the installation and dissemination of a second process curriculum. This is the Man: A Course of Study (MACOS) curriculum developed at Education Development Center under the direction of Jerome Bruner and Peter Dow.

From its beginning in early 1969, the ERIE program activity with the MACOS curriculum was viewed as more than simply an installation and dissemination function. The curriculum was believed to have great utility as a vehicle for teacher education at both the preservice and inservice levels. It was felt that the construction and organization of the curriculum could be

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[1]For the interested reader, papers by Mahan (1970a, 1970b); Andrulis (1970); and Ritz, Wallace, C. W., Harty, and Brown (1970) deal extensively with the installation, dissemination, and related research conducted by ERIE with Science--A Process Approach.

used to illustrate the operational application of much of the
research and theory of Bruner, Torrance, Berlyne, and others.
Consequently, a proposal was written to the National Science
Foundation to establish preservice and inservice teacher education
for the effective installation and dissemination of the MACOS and
related process curricula (Cole, Andreas, & Archer, 1969). The
proposal was funded, and the program activity has been under way
for nine months. The project has already achieved sufficient
success that it has been funded for another year. The project
boundaries have also been expanded beyond New York and Pennsyl-
vania into Ohio and Michigan for 1970.

The key concepts behind the project are shown in Figures
2 and 3. A five-week summer institute was conducted by ERIE
staff and outstanding scholars and teachers for teams of college
professors and campus school teachers from each of five teacher
education institutions. Each team was trained in the philosophy,
methodology, and instructional theory underlying the curriculum
(See Figure 2).

Following the summer institute, each team returned to its
local campus where it engaged in several activities. First, the
professor and campus school teacher developed and conducted a
college preservice education course in the methodology of MACOS
and related innovative process curricula. They also conducted

Fig. 2.   Summer Workshop Plan for Man: A Course of Study with Professors and Campus School Teachers from Teacher Education Institutions as Participant Teams.

Experienced College Professor

Consultant Team

Experts (as needed):
Anthropologist
Educational Scholar
Experienced Personnel from 1969-70 Network

ERIE SUMMER WORKSHOP Program Director and Staff

Experienced Campus Teacher

Teacher Education Institutions

campus team

campus team

campus team

campus team

campus team

campus team

campus team

campus team

campus team

campus team

Each campus team has two members:
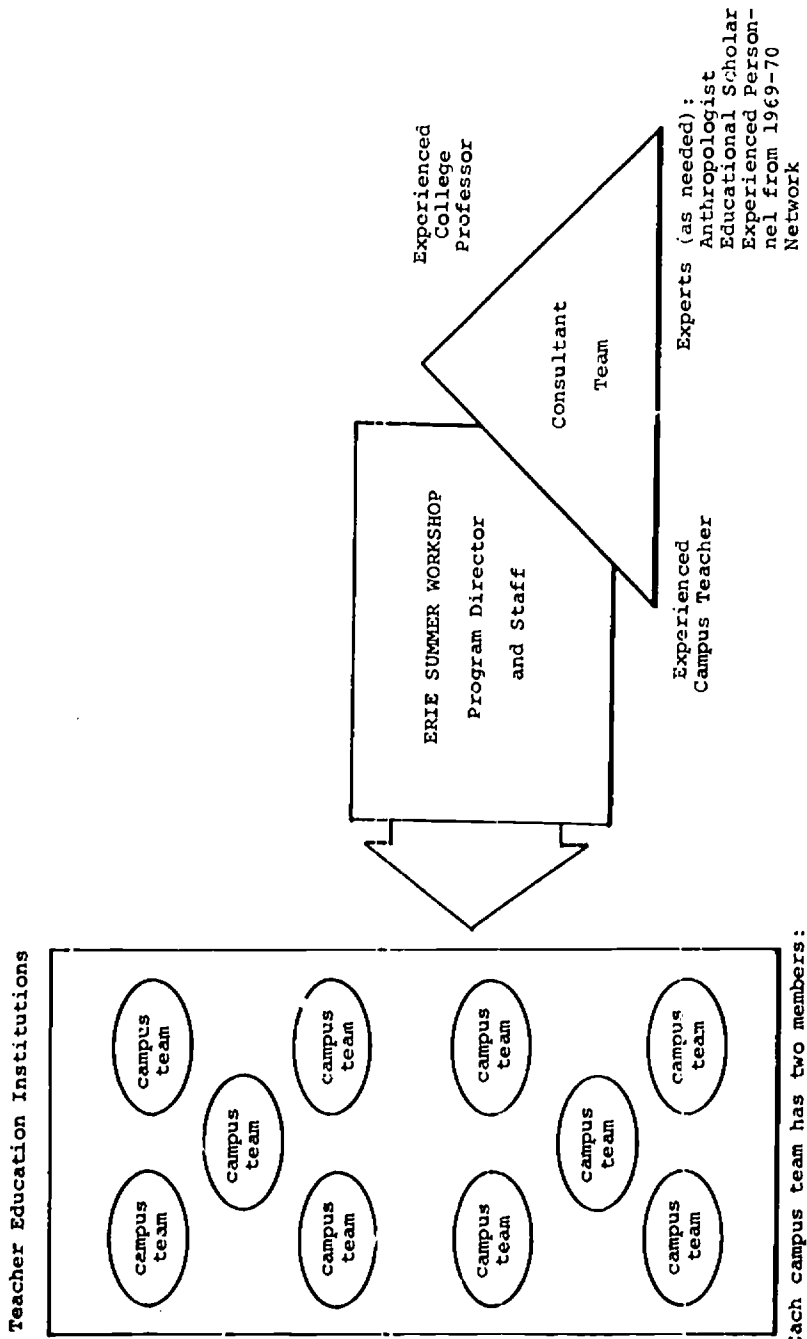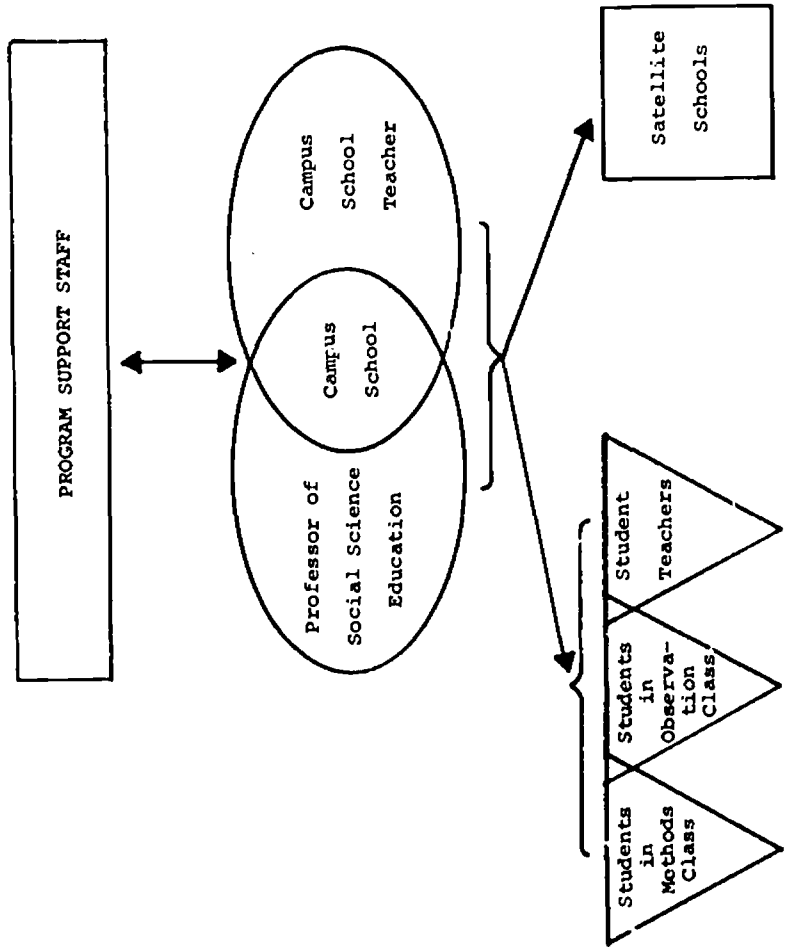a Social Science Education Professor
and a Campus School Teacher

Fig. 3. Plan for Preservice Education and Inservice Training Using Man: A Course of Study as a Vehicle for Effecting Change in Teacher Preparation at Teacher Education Institutions.

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biweekly inservice teacher education sessions for administrators
and teachers from local satellite schools participating in the
installation of the curriculum. The campus school teacher member
of the team also taught the curriculum to pupils in the college
laboratory school (See Figure 3).

The ERIE program activity was designed to insure a great
deal of interaction between all four populations involved, namely
the campus teams, preservice education college students, experienced
teachers from local schools, and pupils actually involved with the
curriculum. Preliminary data indicates a great deal of beneficial
interaction has occurred between these groups. Furthermore, most
individuals involved have found such interaction to be atypical
but rewarding and worthwhile.

Definite objectives, conditions, and procedures were developed
for the ERIE program activity concerned with the teacher education,
installation, and dissemination of MACOS. Many of the conditions
and procedures were adapted from ERIE's earlier work with Science--
A Process Approach. Evaluation of the effectivenss of the ERIE/MACOS
model and conditions for the project is currently under way. An
initial report of the project effectiveness will be available in the
fall of 1970. In the meantime, it is apparent that ERIE has been
instrumental in changing the content and organization of the courses
offered by five colleges to over 700 preservice education students.

In addition, ERIE has trained the staff and provided the conditions for more than 40 teachers to receive year-long biweekly inservice training toward the proper installation and effective utilization of MACOS and related curricula. ERIE has also been influential in installing a second excellent and worthy curriculum in an additional 50 classrooms for use by approximately 1500 pupils. Thus, once again while working on problems of national concern and significance, ERIE has created direct changes in educational practice in local elementary schools and colleges.

ERIE has been engaged in other significant activity related to creating change in educational practice. As yet, much of this work is not well known. ERIE has become committed to the promotion of process education in our schools. If one holds such a commitment, one must define what is meant by process education. Furthermore, the definitions must be cast in operational terms which allow current educational practice to be changed to be consistent with the stated goals of process education. In addition, one must have some rationale and criteria for the selection and/or development of curricula with which to implement the practice of process education.

Since August 1968, a group of ERIE staff has been concerned with defining process education and its operational parameters. They have also been involved in identifying and screening existing

curricula and educational practices which exemplify process education in operation. This curricular search and analysis activity has been viewed as having a double utility. First, the detailed study of carefully selected exemplary process curricula including their related theory, research, teacher education, and instructional materials and practices, offers a great opportunity to provide a better insight into the goals, assumptions, and an operational meaning for process education. Second, such an activity could possibly result in the identification of a number of additional existing process curricula which could be installed as additional curricular components in ERIE school networks. It was also felt that a number of curricula might be identified which could be logically articulated toward the building of a complete K-6 curriculum for process education.

A detailed plan was developed and utilized to guide the curriculum search and analysis activity. The plan stated specific objectives and procedures. An early definition for "process," and an initial list of "process" categories were developed to act as descriptors to guide the activity. Two successive sets of criteria were developed for the screening of curricula identified. A nationwide search for curricula which met the criteria was conducted. Hundreds of agencies and individuals were contacted.

At the end of four months of search activity, over 350 distinct
curricular components, units, and materials had been identified.
Yet, it was possible to obtain the additional information demanded
by the criteria for only about 35 of these, and only about 20 were
judged appropriate to ERIE's needs after their materials and
documents were reviewed (Cole, Bernstein, Seferian, et al., 1969).
However, it became apparent that these 20 included a few exemplary
process curricula. Generally, these curricula represented attempts
to apply existing theory and research to educational practice.
They were definitely designed for the deliberate promotion of
highly useful and generalizable behaviors. They also had a large
number of associated supporting documents dealing with underlying
theory, objectives, teacher education, program evaluation, and
research on effectiveness. They were promising in the sense that
they were far more adequate on the ERIE criteria than is typically
the case. These curricula and their many related documents seemed
extremely worthy of study as a means of gaining further insight
into process education (Cole & Seferian, 1970). There have been
several results from the identification and analysis of existing
process curricula.

First, it has been learned that most existing curricula are
woefully inadequate on the ERIE criteria. Many curricula identified
did not exist in the real sense that they could be exported to

other localities. Many other curricula consisted exclusively of
materials with few or no instructions for their utilization.
Still, other so-called curricula consisted only of teacher education
strategies and "ideas" for instruction. Some curricula which
could be considered quite complete and had been carefully developed
were, in reality, only a few hours or days long. They were, in
effect, a short series of lessons or teacher guides and not a
major curriculum component. These and earlier findings led to
the hypothesis that to be sufficiently ready for wide-scale
installation and dissemination, a curriculum needed five char-
acteristics:

> A clear statement of objectives.
>
> A variety of refined instructional materials,
> methods, and organizational arrangements.
>
> Reliable and valid measures of pupil proficiency.
>
> An effective teacher education program.
>
> Evaluative data on the effective utilization of
> the curriculum in schools.

These five dimensions became a new set of criteria which
were used to determine the readiness of the curricula identified
for installation into schools. It soon became apparent that even
the most promising process curricula identified did not fully
meet these five criteria for installation.

Second, a better definition for process education has been
stated (Cole, 1969a, 1970a). Operational definitions in terms
of behavioral expectancy categories for pupils and teachers have
been developed and are currently being refined (Berra, Calvert, Cole
et al. 1969; Cole, 1969b, 1969c). These expectancy categories are
now being used to define the objectives for future teacher educa-
tion and evaluation activities across a number of process curricula.

Third, a number of excellent process curricula have been
carefully studied and recommended for installation in schools
in relation to ERIE program activity (Cole, Bernstein, & Seferian,
1969; Seferian, Cole, & Bernstein, 1970). These included Man: A
Course of Study (MACOS), selected units from Materials and Activities
for Teachers and Children (MATCH), SRA Social Science Laboratory
Units (SRA/SSLU), Minnesota Mathematics and Science Teaching
Project (MINNEMAST), Science--A Process Approach (SAPA), and
several other elementary curricula including the Science Curriculum
Improvement Study (SCIS) program. All of these except SCIS have
subsequently been installed for further study in ERIE network
and laboratory schools (See Table 2).

Other ERIE activity has been concerned with the augmentation
and validation of existing curricula. This activity has been
associated with the actual installation and careful monitoring of
selected process curricula in two laboratory schools.

Table 2

Process Curricula Studied and Subsequently Chosen by

ERIE for Installation in Laboratory and Network Schools

Subject	Grade Level						
	K	1	2	3	4	5	6
Science	SAPA Part A	SAPA Part B	SAPA Part C	SAPA Part D **MATCH	SAPA Part E MATCH	SAPA Part 6* MATCH	
Reading	ERIE Reading Level A	ERIE Reading Level B	ERIE Reading Level C				
Math	MINNE-MAST	MINNE-MAST	MINNE-MAST				
Social Studies		MATCH	MATCH	MATCH	MATCH	Man: A Course of Study MATCH	SRA Social Science Lab Units MATCH

* Experimental edition

** MATCH units, because of their short duration and flexibility, were recommended for multiple use across content areas and grade levels.

Augmentation has been defined as that activity related to
the further development of existing curricula components along
the dimensions represented by the five ERIE criteria for a
complete curriculum component. Therefore, a particular curricula
component could be augmented relative to objectives, instructional
materials, pupil tests, teacher education, and evaluative tech-
niques and data dealing with its general effectiveness.

Validation has been defined as that activity concerned with
answering the questions, "Is the curriculum installable, manageable,
and teachable?" and "Does it generally promote the specified and
desired teacher and pupil behaviors?" Validation activity is
ongoing at all stages, occurring before, during, and following
augmentation; thereby providing information on the general
effectiveness of the curriculum and its readiness for installation
and dissemination at any stage of development.

Study of a number of selected exemplary process curricula
in actual utilization in classrooms has confirmed the need for
augmentation. It is particularly apparent that much more effort
must be expended relative to teacher education. Diagnosis of
pupil behavioral capability prior to and following instruction is
another major dimension which needs much augmentation in all cur-
ricula studied. Presently, teachers and pupils have few indicators
to use to judge their proficiency in meeting the specified program
objectives. This is almost universally true with all existing
curricula and in-all educational practice.

Curricular augmentation and validation has been shown to
be a massive and time-consuming effort. In a sense, it is a type
of curriculum development. It is an activity which should be
undertaken to help curricula become more viable and self-
maintaining once they are disseminated. The need for curriculum
augmentation may be decreased if future curriculum development
activities give more attention to the dimensions of teacher
education, objectives, and assessment of pupil behavior.

ERIE has learned it may not be possible or feasible to
massively augment specific existing curricula because of problems
relating to cost, ownership of production and copyrights, agreement
on the need for augmentation, and marketing of augmented versions.
A more viable approach may be to produce self-contained, generalized
augmentation modules which could be effectively used with any of
a large number of process curricula. For example, these modules
for a teacher education program might be concerned with developing
attitudes and skills which relate to the ERIE generalized "Expec-
tancies for Teacher Behavior" (Cole, 1969b).

The concepts of curricular augmentation and validation have
been extended into ERIE's work with many other elementary schools
and educational agencies. ERIE is currently negotiating agreements
with the original curriculum developers and commercial producers
for further augmentation and study of several of the curricula
selected, installed, and studied in the laboratory schools.

Through its work in curriculum analysis, augmentation, and validation, ERIE is changing not only current educational practice as reflected in the nation's schools but educational practice as reflected in the development of curricular and instructional materials for pupils and teachers. This, as other ERIE program activity, can be seen to have both a regional utility related to the more successful and viable installation of excellent new curricula into area schools and a national significance related to principles for more effective curriculum development and utilization.

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