

STATEMENT OF JOHN HERZOG, DIRECTOR, RESEARCH AND DEVELOPMENT CENTER, SCHOOL OF EDUCATION, HARVARD UNIVERSITY; ACCOMPANIED BY JOSEPH YOUNG, ASSISTANT DEAN, HARVARD UNIVERSITY

Mr. HERZOG. I am John Herzog, executive director of the Harvard Center for Research and Development on Educational Differences. This center is one of 10 R. & D. centers established in the past 3 years by USOE. I don't want to read this word for word.

Mr. GIBBONS. I guess you will tell us what you mean by educational differences. Is that in here? I am not sure what you are talking about.

Mr. HERZOG. No, it is not in here. We generally try to avoid telling people what it is. It is sort of a cover term. We are interested in differences among youngsters, both individual and group differences, and how we can help schools and other educational agencies to exploit these differences for the benefit of the kids more effectively, more than you do now.

Mr. GIBBONS. You go into everything from intelligence quotient to emotional and environmental?

Mr. HERZOG. Right. We do not only studies but also we attempt to have sort of model projects, pilot projects and some day maybe even more complicated schools or educational institutions of a total nature.

Mr. GIBBONS. You go ahead and present your statement.

Mr. HERZOG. I will be calling your attention to one page, to a couple of errors in the typing.

Mr. GIBBONS. We will put your statement in the record right now in toto at this point.

(Mr. Herzog's prepared formal statement follows:)

PREPARED STATEMENT BY JOHN D. HERZOG, EXECUTIVE DIRECTOR, CENTER FOR RESEARCH AND DEVELOPMENT, HARVARD UNIVERSITY

I am John D. Herzog, Executive Director of the Harvard Center for Research and Development on Educational Differences. This Center is one of ten r & d centers established during the past three years by USOE.

At the outset, I would like to disavow the flattering title generously awarded to me by the Committee's staff; I am Mr. Herzog, not Dr. Herzog, at least for the next several months.

My comments today will be based mainly on the experience of my colleagues and myself with programs and projects authorized under the Cooperative Research Act and the Elementary-Secondary Education Act of 1965. Our experience with ESEA of 1965 goes beyond the Title IV of that Act, I should add. The organization and philosophy of our R. & D. Center here has encouraged us to become involved, when invited, in the Title I and Title III efforts of our school system partners.

Although much of what I say today will deal with problems or suggested changes in USOE procedures, I want to say at the outset that the past two or three years in education have been heady ones. This new atmosphere was, of course, created by the several branches of the Federal Government, whose members have proposed, enacted, and administered a complex variety of new programs. As Commissioner Howe pointed out in previous testimony to this Committee, the level of support for innovation in education still does not approach that already attained in comparable fields, but both the legislative and the operational accomplishments of the past two or three years should not therefore be dismissed as trivial or unimportant.