

Mr. HERZOG. The grants that NIH makes include a provision that says, "This money is awarded to you subject to congressional appropriation." This is a reasonable request both by the National Institutes and by Congress. There is a degree of control which Congress would always retain because it makes annual appropriations. This might lead to embarrassments if Congress did not quite produce all the money that the contract called for. But the other extreme we are at now, where no one is willing to commit anything beyond the 8 or 9 months of the year they are already in, it is really difficult.

Mr. GIBBONS. I can see that. You talk about pipeline here, and pipeline models. I hope you will get into that.

Mr. HERZOG. I will get right to it. Do you want me to go over these other things?

Mr. GIBBONS. Yes.

Mr. HERZOG. There was an article that I brought along that was passed out which really I think puts this philosophy or way of thinking, whatever it is, in black and white better than I can do, both because I don't believe in it and because I don't have time to do it. But I feel there is a kind of ideology that is guiding the Bureau of Research within the Office of Education, and I think it is shared in other sectors of the Office of Education, that ideas for the improvement of education are generally hatched or come to light, within a rather narrow group of intellectuals, of research people, of university scholars. This ideology would allow that maybe sometimes suggestions can come from the field, but basically teachers' or administrators' suggestions are kind of naive and simpleminded. Their ideas, you know, may be diamonds in the rough, but they have to be carried back to the research shops and worked out there, tested as to whether they are real and true or not.

When they have been tried out, the next step of kind of developing them in real school situations, is taken. Some of your first studies may just have been questionnaires or observational or very much part-by-part attempts to test validity and nature of some new proposition. When you move into the stage of development, you usually go out into some kind of laboratory school or hothouse school or experimental school, or more and more these days the classrooms where a benevolent and openminded school superintendent says, "Okay, you can work in it, we will let you try out your social studies material in these six classrooms in the high school, and you work out the bugs there."

And then, at some usually not-too-clear point, you decide that this stuff works, you have been doing a lot of testing and analyzing and evaluating while you are doing it, you say, "Okay, now we are in a stage of demonstration. We will invite other school people in to see what we have developed." Then they can decide for themselves or maybe we can run training institutes in the summer or after school or during special periods of the school year, so that the teachers or whoever is supposed to be involved in this new enterprise or this new form of activity can really learn what it is all about, see it in operation, have a chance to practice it, practice teaching the new social studies curriculum and so forth, and go back to their own school systems.

You try to involve people from all over the country or region so that there will be a kind of spreading out. When you start doing this