

think about things. We are faced with requirements for a very intensive, very time-consuming, very complicated set of relationships to develop between the people who run schools, not just in general but particular schools in school systems, and persons who are interested in new ideas in education and have them think that maybe they have a few ideas that might be of use.

The adaptation of the innovation to the particular situation is one side of it. The X curriculum cannot be taught in school A and school B in the same way. This cannot be imported and exported like that.

On the other hand, school people are doing things now for some reason or other. Maybe we don't agree with them but maybe we would if we knew them better. They do, after all, have a certain pride in what they are doing.

I don't think many school people go to school day after day thinking, "Gee, I am doing a lousy job, I ought to be ashamed of myself." They avoid this issue in a lot of ways and in some cases they are not doing a lousy job day after day either; a few of them, anyway.

I think this need to feel that whatever I am doing now is worthwhile stands in the way of a great deal of useful educational change, and it is simply not dealt with by this particular model. This model assumes that people are standing around in their school system just waiting to be told what these new ideas are, or waiting to be trained to use these new ideas, and everything they have been doing can be just flushed away and we start all over again.

There is an enormous problem, an enormous task of really opening up on both sides: the school people to the new ideas, because they hear and see a university or whoever the researchers or innovators are, paying attention to them as persons with real problems and real concern in investments; and university people on the other hand realizing they are dealing with real people and real institutions.

Not only the people but the institutions have investments in what is going on. We are trying to build this sort of interplay here at Harvard with Boston and Cambridge and to a degree we have had it. It is easier to have with several of our suburban school system friends, Newton, Brookline, Concord and Lexington. We have not had it with Cambridge and Boston.

We think we are on the road to achieving it to a degree here because through the center we have been able to enter into this kind of dialog and see the same problems from each other's view. At the same time we cannot increasingly have the feeling that we are not doing what USOE would like us to do, but that we are doing something very surprising and different because it does not fit into this rather oversimplified model.

Mr. GIBBONS. Mr. Herzog, my pusher back here has needled me twice about the fact that I have run out of time. Usually I get gaveled down. But I am very much interested in what you and Mr. Young have to say. I hope that perhaps you will call on me sometime during your visits to Washington, since you know I have been interested for some time in the field that you both work in.

We are going to put your statement in total in the record at the beginning of this discussion together with the article on the educational laboratory.