

child, if new programs are to be developed to meet unmet needs, objective evaluation of resources, goals and methods of meeting those must be carried out. Evaluation is impossible unless reliable information concerning the effectiveness of the education provided to our children is obtained and analyzed.

It seems to me that if we are really serious about getting our local education agencies involved in this mutual partnership process of setting long-term educational goals and planning for change, to coordinate and improve these programs by objective evaluation of the resources, the goals and the methods, and if you want them emotionally and psychologically to involve themselves in the rather wrenching process of change, it seems to me that the one carrot you must hold forth to them is continuing assistance in designing this change.

For that reason alone, I would say that it is almost an indispensable necessity to hold out a 2- or 3-year program to them so that they will be willing to make not only the investment in resources at the local level, but more than that—as I said, the emotional and psychological investment, so that they know you will continue to provide them with the underpinnings, the support, the handholding, if you will, the technical planning and evaluation backup of all kinds, to help ease them through this agonizing reappraisal of their whole way of doing business and help them into this new world of effectiveness that will involve not only dollar resources that we have all spoken about, but which will involve their giving leadership at the State, county and local levels, and provide change, basic change, in the way of doing business.

Mr. HOWE. I would agree with your whole point of view. I think this is a direction in which we have to move. As I said to Mrs. Green earlier, our not bringing up the Elementary and Secondary Education Act this year was related to the recent, very recent, consideration in 2 successive years of this act by the Congress, our wanting to have the experience of a year of operation under the same principles.

We quite clearly, in the programs we have brought up this year, are following on the general objective that you just stated so well.

Chairman PERKINS. Mr. Dellenback.

Mr. DELLENBACK. Thank you, Mr. Chairman.

I noticed you didn't even wince when the chairman volunteered that you would continue to stay with us if we sat here.

I must confess that I come to these hearings and to these questions without some of the detailed knowledge and background that you gentlemen have and the members of the committee. I share the same concern, however.

There are a few questions that, in part, reflect a somewhat similar approach to the problems we are facing to some of those which have gone before.

I would ask, relative to something that you said at one place, when you said that getting the results of educational research into the use of the schools and colleges is as important as the research itself.

I think that can be expanded. It is not only the idea of research but plans. As you get certain projects pushed in certain areas and they come up with solutions which look desirable, I am very much interested in how effective the program has been of implementing an interchange in this regard.