

Dr. MARLAND. At the present funding or even at the 1967 level of funding, I would say there would not be any progression that would be significant in the direction of capital programs. I would say if it were funded at the level originally authorized, there would be significant beginnings toward capital support.

Mr. BRADEMAs. What can we do about another recommendation or concern expressed, the problem of cranking up the school principals to be deeply concerned about the problem of teaching the disadvantaged?

Dr. MARLAND. The logical subject that comes to my mind is more and better selection of people for the disadvantaged schools and, secondly, in the spirit of the Teacher Corps message, opportunities for a separate kind of inservice training for such people.

We, for example, will be conducting this coming summer an intensive program for principals and for principal aspirants in this very field of human relations and the education of the deprived. This is now going on.

Mr. BRADEMAs. What comments can you give us on the debate that is in the country right now on the question of the evaluation and assessment of these programs?

We on this committee authorize billions of dollars for, let's say, elementary and secondary education, not to speak of all the other programs, and we are responsible for answering to the taxpayers. Ought we not, therefore, have some intelligent judgments on whether or not the programs that we authorize are really producing the results to which they are devoted?

Dr. MARLAND. Would you like me to respond as a member of the Council or superintendent of schools in Pittsburgh?

Mr. BRADEMAs. Either or both. If you have a different opinion in either situation, please tell me in which guise you are responding.

Dr. MARLAND. The Council has not studied the subject. I think it will; I think it must.

As superintendent of schools in Pittsburgh, I am sure I am in the minority, and I am not saying that in any kind of blatancy. I think it is essential that if Congress appropriates large sums of money to put into education, just like any other businesslike establishment, it has to find out how it is working.

I believe that some kind of rational and scholarly assessment is important. I do not think it should identify individuals, school systems, or communities, but I think that broadly Congress can find out how its money is working through scholarly work of an evaluative and assessment nature. I think it is inevitable and I support it.

Mr. BRADEMAs. I would be interested in whether your Council is intending to address yourselves to this next point, and I don't judge that you have from your first two reports, but we hear all of this talk about new technology and we know new technology in teacher techniques have come into the teaching in our country, but to what extent are we making effective and operative use of these techniques out in the field to solve the tough problems?

Obviously you can use teaching machines and all the rest of it in suburban white schools in wealthy districts outside big cities and come up with great results. But what about using these techniques to solve