

point of debate as to how much control the State should have over the local school districts.

Many local school people whom I see make a very strong point to me that in our eagerness to share Federal power and initiative with the States we not forget that the local school district is presumably the home and the base of decision in our system of education.

Many of them are at least as concerned about control by the State capitals as they are by any control from the Federal Government. I think we have to debate very seriously in each of these instances the extent to which we help the local schools preserve their role.

Mr. BRADEMAs. Your experience has been similar to mine. In this respect, I thought it was significant that while we have been talking about the tax payback or tax sharing of Federal dollars with the States, the mayors the other day said that if such Federal money is to come along they would like to get in the act because they too are in business as well as the State governments.

I have another question on title V. It was contended in our hearings yesterday that the title V amendments you proposed were aimed at providing for the use, in the language of one witness, of federally molded evaluation and planning of education on a mandatory basis. Do you have any comment on that?

Secretary GARDNER. You are speaking of the comprehensive planning amendments.

Mr. BRADEMAs. Yes, sir.

Secretary GARDNER. Yes; I would describe that as a very inaccurate phrase as far as any objectives that we have. Our concern in the comprehensive planning amendments seems to stem from our concern for the Federal-State relationship and the awareness that the States never can play their role, their full role, in education unless they have the kind of funds that will permit them to plan, permit them to set their own objectives and order their own priorities.

Mr. BRADEMAs. I also would like to ask you a related question. Criticism was voiced yesterday about the utilization of computer and system analysis techniques for evaluating the effectiveness of educational programs.

I was in Seattle, Wash., last week and noticed out there a local newspaper article entitled, "Seattle Schools Adopt Computer Age Management," a story indicating in the Seattle school system they are moving in the direction of using systems planning for improving their school systems.

Could you give us a general comment on the subject with which I think most of us are not very familiar but which is raised by your title V planning amendment; namely, utilization of such techniques?

I am very ignorant in this field. Any light you can shed on it will be helpful.

Secretary GARDNER. The use of computers in education can be at several levels.

Mr. BRADEMAs. I refer to especially to the evaluation of effectiveness because I think that is what is involved in part of your title V amendment. Is that not true?

Secretary GARDNER. Evaluation is certainly involved. There was no discussion of the use of computers but presumably if they get very far into evaluation they will find some use for computer methods.