

Mrs. GREEN. I understood you to say you thought this would be desirable, perhaps, if they would do it on a voluntary basis.

Secretary GARDNER. I distinguished between the kind of efforts that we are engaged in and the system itself. The programing, planning, budgeting system is something that anybody can do, anybody can try, and in their own way. If the people would do it in different ways, different States might do it in different ways, come at it with different categories, and different measures and different ways of analyzing the data, and I would find it hard to believe that most of them would not at some time want to try some kind of things that would be rather similar to what we have called the programing planning budgeting system, but there would be no pressure at all for them to adopt the categories we are using, and the system that we happen to be using in HEW.

Mrs. GREEN. That originated, as I recall, in the Department of Defense?

Secretary GARDNER. It was fairly highly developed in the Department of Defense, although it has come up as a part of modern management in industry and other areas. It got its greater public attention in Defense.

Mrs. GREEN. Do you think you have had enough experience with it in HEW to make a judgment that this is the way that school systems should go, when you are dealing with children, human beings, rather than hardware?

Secretary GARDNER. I believe, and I have expressed this belief a good many times in the Department, that it is difficult to use this system in the educational area. Interestingly enough, it happens to be easier in the health area, because in the health area, you have some pretty clear outcomes, such as death, or illness—countable outcomes, that you can use in your analysis.

It is very much harder to appraise the outcomes of education. What you do in a fellowship year for someone may not show up until years later, in the total pattern of his development, and it is not easy.

But the kind of approach, the systematic approach, the willingness to be analytical about what you hope to do, to be clear about your goals, is also useful in education, and even more difficult, I think that sooner or later, most large-scale systems will be using parts of this approach, just because it is useful.

Mrs. GREEN. Let me go back to the strengthening of the State departments of education. One, I am not absolutely sure that I understand what you are asking for in the way of appropriations.

You are cutting the \$50 million down to \$29 million, and asking for an appropriation for fiscal year 1968, and of that, 15 percent of these funds will be at the discretion of the Commissioner.

Secretary GARDNER. That is correct.

Mrs. GREEN. Which would be about four and a half million dollars. And then you would ask for an additional \$15 million, and you are asking for 25 percent of that.

Secretary GARDNER. That is correct.

Mrs. GREEN. Which would be—

Chairman PERKINS. If the gentlelady will yield to me, I think I am correct in assuming that the 15 percent expenditure, I mean the re-