

book. Then the youngsters of this country can realize what has made this country great. What has made it great? A better understanding among people. We have kind of forgotten that. I think the history books ought to remind us of that.

Mr. HOWE. Mr. Pucinski, could I say that I used to be a history teacher, but I just learned a couple of things I never knew before. [Laughter.]

Mr. PUCINSKI. I am glad the chairman gave me a chance to get those two strong points out.

Chairman POWELL. What I am hopeful of is that Mr. Pucinski will make that same speech in Cicero today. [Laughter.]

Chairman POWELL. Mr. Brademas?

Mr. Brademas?

Mr. BRADEMAs. Thank you, Mr. Chairman.

After the elegant remarks by my colleague from Illinois, I am almost moved to say a word or two on behalf of the Greeks. [Laughter.]

But I still resist the temptation.

Mr. Howe, I was affected by the statement in your testimony on page 2 that a fine textbook has far more impact on the child in the ghetto than on the suburban child, which it seems to me is fundamental to our discussions here today. I would like to ask you just a couple of questions, then if I may.

One. To what extent is the Office of Education engaged in supporting research on books that are especially designed to be helpful to disadvantaged children?

My question, of course, presupposes that we should give attention to books that are specially tailored for disadvantaged, and perhaps you would comment on the second, before the former.

Mr. HOWE. Well, I think we should be giving major attention to the irrelevance to the disadvantaged child of many books that are used in the schools, and to the preparation of materials which will be directly applicable to his interest and move him onward and upward from where he is.

We are definitely interested in this, in our research enterprises. I wish I could give you, in answer to your question, the dollar figure here that would reflect our commitment in this area. We will provide you with such figures. I don't have them on the tip of my tongue. It is a regular area of investment for us, in supporting the development of materials by groups outside the Office of Education.

I think for purposes of general understanding, it might be well to say that typically we invest our research resources in research groups at universities, or in combinations of school and university people, in whom we have confidence. This is not an internal operation in the Office of Education, but rather one in which we seek the best expertise around the country, and then attempt to finish it.

(The following was submitted for the record:)

BUREAU OF RESEARCH FUNDS FOR RESEARCH AND RELATED ACTIVITIES CONCERNING
THE DISADVANTAGED CHILD

The dollar amounts which have been obligated by the Bureau of Research to various agencies and organizations for the conduct of research, development, and related activities are organized under the two main headings of "Materials" and "Related Activities."