

What does this do to strengthen the State departments of education, when you consistently make arrangements so that you can bypass them?

Mr. HOWE. Well, this certainly isn't thought of by us as an effort to bypass State departments of education, but rather as an effort to bring into the development of materials or curriculum or the service of the schools agencies which do have specific bodies of knowledge or experience that they should be making available to the schools.

The schools have been served for many years by profitmaking organizations. Most commonly known are textbook companies, but now we have a wide variety of business enterprises, which are developing some very valuable teaching and learning materials for the schools, and development activities by these organizations, when carefully referred by educators, it seems to me, can help the processes of education.

This kind of help would serve the States as much as the individual school systems in the States, probably lead to greater efficiency in education of the handicapped or any other specific group for whom the enterprise was carried out.

And this is the broad position taken here in relation to education of the handicapped, vocational education, or in authorization of planning activities that the Commissioner might conduct under that 25 percent set aside.

Mrs. GREEN. If we cut down the 25 percent, wouldn't the State Departments do just as well as the Office in Washington?

Secretary GARDNER. I think we have to face the fact that there are a number of things which will be of great benefit to the States, which don't need to be done in 50 States.

They just need to be done once, or twice, or three times. You don't need 50 physics curriculums. You need two or three or four, so that people can choose.

You don't need 50 different versions of remedial reading programs. You need a few people working on these things.

Much the same thing is true of various parts of educational planning. Some of the studies that we are going to need to do on the consequences of educational effort of various kinds could be done once or twice or three times for the entire country by a well-staffed research unit, and in effect, a report such as the Coleman report is of interest to the whole country.

Mrs. GREEN. I would be in complete agreement with that, but aren't the States well aware of that? And aren't they operating on that basis at the present time? We have a Western State compact for Higher Education, we have Terry Sanford's group now.

I think that I could compile reports that would document the fact that the Federal Government has duplicated programs in the research projects in more places than the States have, if it were left to them. There is untold evidence that this is the procedure that has been followed by the Federal Government.

Mr. HOWE. Could I say, Mrs. Green, that some of the exact same enterprises that you have been naming are the enterprises we would like to contribute to, through the 25 percent set aside, an organization like the Southern Regional Education Board, an organization like the compact among the States, the one of Terry Sanford's you referred to.