

and eventually have broad Federal support for, as you suggest, the operating expenses or as I suggested the capital expenses of the schools. Actually, these are, to some degree, interchangeable items in the school budget and if you help one you help the other. But it is not a simple situation to develop either a workable across-the-board equalization formula that is politically viable or to develop a system by which the Federal Government can require a fair share of contribution from individual States to education and determine what their fair shares will be. But these are problems on which the debate ought to be taking place.

It seems to me, we ought to have a very active study going on possible solutions here.

Mr. FORD. You have just put your finger on something else. You see, we took out of this bill in 1966 the incentive grants on the ground they were too ambitious and we could not afford them. We did not replace them with something that put a similar encouragement in front of the States to do a better job.

As a matter of fact, we warned those States that were doing the least. You have a lot of argument on this committee how you should go about measuring who is doing the most and who is doing the least but in one study I just saw one of the States that increased by the next to the largest percentage under this amendment sold some \$6 million worth of bonds in the entire State for school construction while it sold something in the magnitude of \$85 million for other kinds of public works. This indicates in that State the people either are confident they were getting the money for bonds or they don't care whether they get it or not.

They were willing to vote money for other public utilities but not to build schools. My State of Michigan is one of the four largest in the country in the number of bonds its people voted and gained not one penny out of the new direction that this formula takes.

In other words, we are, as Mr. Goodell said, not trying to encourage the States to do a better job. We are saying we are going to spend Federal money to help those who won't help themselves.

Gentlemen, I don't think that philosophy is going to sell around here for very much longer. It has worn pretty thin with some of the friends of this legislation.

Mr. HOWE. I will say most of the States in the South which are being heavily supported under the Elementary and Secondary Education Act under title I by and large, with some exceptions, are making a comparatively heavy effort in the expenditure of State funds than some other States in other parts of the country.

Mr. DENT. Mr. Howe, how much do you expect to spend in all the areas of research?

Mr. HOWE. I believe our total appropriation or request for research is about \$99.9 million. If you add the foreign currency programs, it is around \$103 million.

Mr. DENT. Do you have any figure on the total amount of research money being expended by the departments themselves in all the areas of research?

Mr. HOWE. No, I haven't. We can provide it.

Mr. DENT. Is there any overlapping research and development programs from other departments that cross over into the areas of education?