

Mr. HOWE. Yes. The Office of Economic Opportunity is conducting research in the realm of early childhood education. We are coordinating our activities with them. I don't know that you would consider them duplicative. They are in the same area. For example, we joined with the Office of Economic Opportunity in planning a number of research endeavors in early childhood education.

Within the Department of Health, Education, and Welfare, you have the Children's Bureau doing research in problems of children related to learning. You have the National Institutes of Health within the Department of Health, Education, and Welfare doing basic research on problems of young people, again related to learning, particularly through the National Institute of Childhood Health and Development.

So you have several agencies which are doing a combination of psychological research, medically related research, learning related research which are to a degree in the same broad area. We try to pull together these activities and have them aware of each other and not have them duplicated.

I think, by and large, we are successful at that.

Mr. DENT. I have been talking to Members of Congress on other committees who are looking into the total research problem. If their story has any truth at all we may be getting into a very serious situation on the question of overall expenditures in research. Inevitably we reach down into discussions affecting your departments.

Mr. HOWE. By overall expenditures you mean too much or too little?

Mr. DENT. I would say that \$16 billion a year for research might be construed by some people to be a little too much. It is more than all the poverty programs, all of the aid to education in every field, all manpower training, it is the largest single expenditure of our Government today next to military defense and war appropriations which is something that has crept up on us.

Very frankly I was shocked when the figures were revealed in the last 2 weeks that we have in Virginia a 30,000-square-foot building with 15-foot-high stacks of reports, 500,000 reports, single file copies are in there now and they have to build another building.

I don't know what is going to happen. I would like, before we get too far in giving any more money here I would like to know the types of research now being pursued in the Office of Education, how much it is costing, because that is in our sphere of operation, and what happens in NASA and the rest of them is in their sphere, but I know there will be questions soon because it has not become almost a public scandal, the amount of money we are spending for research. Do you research the research program before you start it and does somebody come in with an idea and say we will have a research on the child before the age of 6 and the child between the age of 6 and 12 or do you try to find out what the research will develop?

Mr. HOWE. Let me respond to this broadly and then get to your specific questions. First of all, I will say in the realm of education as a whole in the United States entirely too little is being spent on research in education. If you add up what the Federal Government is putting into this, what State and local agencies are putting into this and what private industry is putting into this, I would guess that it does not come to \$200 million a year.