

Mr. DENT. Out of a total of \$16 billion spent by the Government, itself?

Mr. HOWE. I am talking about research in education.

Mr. DENT. Yes, I understand.

Mr. HOWE. The total expenses for research in education from all agencies, public and private, in the United States would not come to as much as \$200 million a year. This is education research related to a \$50 billion enterprise, which is about the amount spent on all aspects of elementary and secondary and higher education in the country.

So that whereas we have in defense and in health, to pick two broad areas, perhaps space a third, major investments in research from Federal sources and from some other sources, we have not made comparable investment from Federal or other sources in research in education.

So in looking at the broad picture I think research in education has not been as good in quality as the other and is not as well financed as the other. It seems to me that the problem of quality has to go along with the financing so that we have to develop quality to justify the financing in research in education.

Now, looking at the specific issues you raised, I don't have the exact figures in my mind, but of the roughly \$100 million a year we now have for research in education we are spending—I will give you accurate figures on this, let me just give you some categories now—we are spending in the realm of \$25 to \$30 million a year on regional education centers and development centers at universities.

We are spending some \$8 million a year on research for developing better teaching materials and methods for handicapped children. We are spending about \$10 to \$12 million a year on research in curriculum and teaching methods having to do with vocational education. We are spending a considerable amount, and I won't try to give you the figure now, on the training of people to do research in education.

This in turn comes from research funds, hoping to build a backlog of competent people so that as we get further funding for research we have more competent people to do this. Then we give a series of grants for research activities in education some of which are both the kinds you cite, some represent requests to us by people who have ideas which they think are worth pursuing. They don't know always how these ideas are going to turn out just as anybody starting out on a research project is never sure whether his notions of what he is going to research will be productive.

But we try by a combination of careful examination of proposals made to us, through our own staff and through expert consultants whom we bring in, some of the people Mrs. Green was referring earlier today, to examine carefully the proposals made to us and to fund those that we think have the competence because of the quality of the people doing the job and the nature of the proposal.

We do ourselves from time to time make suggestions that specific areas need to be researched. The kind of things we are doing either on proposals made to us or on suggestions we make breakdown into a whole broad area of categories. I have mentioned one way of categorizing these as among the handicapped, vocational, and so forth.

In addition to that you will find us sponsoring research in how to improve the teaching of physicians, the teaching at the level of