

educational system into research to upgrade more people to get back into research.

These are things that we have to answer. We will have to answer them soon. So any information you can give us, find out if it is true that 40,000 educators have left the system in order to become research operators.

Mr. HOWE. I can't promise you that we can get accurate information on that.

Mr. DENT. Someone has to get it. That is the complaint over there. We can't find how many research programs there are. We only know by adding up the budget \$16 billion was spent last year for research, that there will be this year 65,000 more research projects completed and filed away. Now, I don't know how we can possibly have 500,000 filed copies of separate and distinct research projects.

Chairman PERKINS. I agree with the gentleman from Pennsylvania but I think we ought not leave the whole broad field wide open but to make a limitation of how much data, how many researchers, how far back in the field of education you want to go.

Mr. DENT. Other departments are doing research in the educational field. They are doing it in such a way that they title it something different but they are actually researching certain specific educational projects; NASA, for instance, and a big one.

This committee is faced with the General Education Act. We are faced with other educational acts. There is a great demand on the part of the people to cut down on the poverty program, cut down on general education. Yet people who are receiving these grants, many of them—do you know that some schools, and I can name two or three of them offhand; I won't because I would rather see your report—in some institutions of higher learning, 40 percent of their entire budget comes from research programs.

When you get a large university with 55,000 students in it and 40 percent of its entire budget comes from Federal projects for research, we are somewhere out of line.

Mr. HOWE. I think it is necessary to point out that a very important part of the business of a university is research. And scientific research particularly is extremely expensive. The only visible source of support for scientific research at the university level in the United States right now in any major way is the Federal Government: many, many aspects of our society, our economy, and our Defense Establishment, as well as a variety of other things, are dependent upon the advance of scientific research.

I think we ought to look rather carefully at the question of whether 40 percent of a university's budget coming from Federal sources for research purposes is indeed so serious a matter.

Mrs. GREEN. I would ask permission that they furnish one copy of the research contracts for the committee files and then, if we want more, we can request it.

Chairman PERKINS. Without objection, it is so ordered.

Mr. GOODELL. I would just like to ask you, Commissioner Howe, you now operate title V at a level of about \$22 million, is that correct?

Mr. HOWE. Yes, sir.

Mr. GOODELL. You are requesting in addition to that somewhere in the neighborhood of \$29 and \$30 million for the new planning?