

draw from the experience of the millions of GI's who got to college and university and graduate education at Government expense after World War II.

Is this an extravagance that the country can't afford? Maybe we will find that we can't afford this program, that their contribution to society is so minimal that we cannot afford it. Maybe it is a better investment than we know. I hope you will come up with some data.

Mr. BARR. I can't submit it as of now, but I think there is a study available in the Council of Economic Advisers that will show that 60 percent of our economic growth since 1900 can be attributed directly to education.

Mr. SCHEUER. We are getting back to glittering generality and innocuous platitudes.

Mr. BARR. You want a PPBS approach?

Mr. SCHEUER. Yes.

Mr. BARR. May I suggest, Mr. Scheuer, if you want a really definitive PPBS approach, we should confine it to an area that can be controlled, such as the GI bill.

Mr. SCHEUER. I am a hundred percent for it.

Mr. BARR. We can do that.

Mr. SCHEUER. I think this committee would be enormously interested in the results of a good, thorough technical, professional study.

Mr. BARR. Will you help us get an appropriation now?

Mr. SCHEUER. You bet I will.

Mr. HOWE. Mr. Scheuer, there are a number of economists who have been turning their attention to this kind of issue, not with the same intensive focus you are suggesting, but there is a growing group of people who are examining the relationship between economic development and educational development and examining this in discipline terms.

Professor Harrison at Princeton University pops into my mind as one of these. We in HEW are beginning to do exactly the same kind of thing on a very disciplined basis, both through Assistant Secretary Gorham's office and through our own Office of Program Planning and Evaluation in the Office of Education with Assistant Commissioner Joseph Froomkin, who is an economist, now in charge.

I think we will produce for you additional information of a more definitive, sophisticated analytical kind than that to which you are accustomed and which you described properly as glittering generalities.

Mr. SCHEUER. The glitter can give us hope and excitement. Since we are notoriously hardnosed types up here, we would like to see some action and some data. We are big spenders for education perhaps, as we have been accused to being, but only when there is a very clear social profit involved. If there is not, we want to know about it. If there is, we ought to know about it.

We are dealing with billions of dollars of programs, and I think we ought to know the profit to society from past programs.

Mr. BARR. May I submit one other generality for the record by one of the best economists I have known, Mr. Ekstein. He said in his analysis the United States has thrown a lot of money away on what can be termed "foolish" programs, but he cannot ascertain, since the early days of the Republic that we ever wasted any money on education, that expenditures on education have been counterproductive.