

I refer to the kind of conditions you are talking about when you discuss the investment we are making in these Indian children that amounted to about \$150 per child per school year which, on the basis of our experience, cannot be an investment in those kids that results in much discernible, qualitative change.

Where is the great leap forward that we are all looking for now that we have experience under our belt, now that these approaches have been proven; that is, the thrust both as to the qualitative change in the school system and the Federal resources necessary to reach some kind of threshold effect?

Mr. HOWE. Mr. Scheuer, I will certainly have to give you credit for asking one of the most comprehensive questions. Let me try to address myself to it. I don't mean this lightly, but it is such a good question I would like to reexamine it in the record and try to give you a better answer than I can give you off the cuff. It is a very comprehensive series of observations.

Mr. SCHEUER. They weren't observations. It was just a simple question.

Mr. HOWE. Thank you, sir.

First of all, let me make the point that actual change in children and change in institutions such as we find in our school system is necessarily a slow process, even with the investment of massive amounts of money. I believe we have had fairly massive amounts of money, when the budget in my office has doubled I don't know how many times over the last 3 or 4 years.

Even with these kinds of investments, you are going to find a period of time has to go by in order to change an institution in which the people have well-developed habits—sometimes they could even be described as ruts—and in which you are going to have to retrain the people who work there and change the institutions that train the people who work there.

So there is a long chain of events that has to take place to bring recognizable, major change in the institution.

In youngsters themselves, although we can produce evidence now which will show you by such simple devices as testing reading levels and that sort of thing, degrees of change which are larger than those we would have expected without the investments we have made, we are unable as yet to do this on a comprehensive basis.

We will feel a lot better about it when we are able to do it over a 2-, 3-, or 4-year period because we will have some assurance ourselves that the changes we see are persistent. We see some evidence of them now.

Thinking about this matter which you raise of what must be the additional investment per child in order to make a difference, this is a very important matter that needs to be on our agenda.

Right now, if my figures are correct, we are investing, through title I of the Elementary-Secondary Education Act, about \$150 per child additional for disadvantaged children in the target areas. This is the rough figure that we have.

Mr. SCHEUER. Based on our experience in the slums, with our more effective school programs, or in our Headstart program where we are spending 10 times that, \$1,500 a child, wouldn't you say to spend \$150