

a child is to go elephant hunting with a peashooter? To me that is what we are doing in this program.

Mr. HOWE. I am not sure whether quite that extreme analogy would apply, but I would say if you look at the Civil Rights Commission report, in which there is a chapter on compensatory education, and examine the enterprises which they examined in judging compensatory education in that report, you will find that most of those enterprises—in fact, all of them—invested less than \$80 per child, and most of them in the realm of \$50 per child, as efforts at compensatory education. There is some evidence in that report that that level of investment doesn't prove very much.

We are beginning to get some evidence that the \$150 investment which we are making can do something. But I would be inclined to agree with the general thrust of your argument that some larger investment may be wise to bring about the kinds of changes we are seeking. This is one of the reasons that we have brought in Operation Follow-Through this year.

Mr. SCHEUER. How much will that involve in the expenditure per pupil?

Mr. HOWE. That will involve somewhere between \$300 and \$400—about \$300 additional per child—which must be added to the \$150 we already have in there from title I. So in the areas where Follow-Through comes into focus, you will find that the expenditure per child is almost doubled, on the average basis.

The average national expenditure per child is now \$550. If you total the \$300 and the \$150, we will be adding \$450 to that, close to doubling it on the average basis. That really doesn't mean anything because in New York you are spending now around \$700 or \$800 per child—I have forgotten the exact figure—and it certainly will not double that, but it will be a very considerable percentage increase even in a high-expenditure area like New York.

We expect that Operation Follow-Through will help to show us something about the different effects that are involved here as you make different levels of investment, \$150 versus \$450, and we will begin to accumulate a basis for Federal policy here as well as actually serving very well an additional group of youngsters.

I think we can say that we have some of the same concerns you are expressing, and we are trying to do something about them with a program of that kind.

I quite agree with you that the many reports we have been receiving deserve attention and feedback, and we are trying to give this to them.

For example, in our administration of title I—an enterprise in which we don't have complete control by any means of what school districts do, but in which we can influence what they do by suggestion and by making them aware of good practices and aware of bad practices, we are endeavoring to get school districts to focus on more massive investments in earlier years. We believe this makes sense.

Mr. SCHEUER. When you say "more massive investments," the Headstart program did spend about \$1,500 a child for a full-year program, with some health services.

Mr. HOWE. I thought it was \$1,100 or \$1,200, but we will not argue.

Mr. SCHEUER. The average class size in Headstart may have been about 15, with two teacher aides per teacher. We have found out when you do that you really get a great explosion of progress.