

The title I funds have added perhaps 2 or 3 percent to the budget of the average county or the average school system. What it has done is, it has reduced class sizes perhaps from 35 to 33. It seems to me perhaps you are spending about one-tenth per schoolchild that we are spending on the Headstart program.

It seems to me that you might very well prove on a cost-benefit analysis that you don't get any result at all from reducing class sizes from 35 to 32 or 31. Unless you create the kind of class where you go from a situation of personal rapport and an intimate relationship, a meaningful relationship between the teacher and the kid, unless you achieve that qualitative change, any investment that you make produces literally nothing, and you would have a more predictable result and a more analyzable result if you operated this program on an impact basis, taking, perhaps, selected school districts, spending the \$1,500 or \$1,200, whatever it is, per schoolchild with Follow-Through, so that at the end of the year you could come to Congress with a yardstick.

You could say with this investment per schoolchild you will have predictable, visible, dramatic, qualitative change. If you just piddle with the problem and add \$150, \$200, or \$300 for the child, we don't see that it is really predictable that any change is going to result. We can't prove that you are going to reach a threshold level that will produce visible, provable, qualitative results.

Let's assume for the next year we are prepared to invest \$1,200 to \$1,500 per schoolchild. In terms of the long run, wouldn't it be more valuable for you to be in a position to come back at the end of a year or 2 years to this committee and this Congress and say, "Here is the dimension of the national problem. It is up to you to find the answer. If you are willing to invest these resources to produce this kind of qualitative change, you will get a result. Anything that falls far short of that, to our way of thinking, probably is not a judicious investment at all. On a cost-benefit basis the return per dollar of investment is trivial."

Mr. HOWE. This is an interesting line of speculation and there are many assumptions in it. We have no basis for giving you or ourselves a cost-benefit analysis of this program yet. We have in being the kinds of efforts which will produce a cost-benefit analysis of title I endeavors.

Mr. SCHEUER. How soon will you have that?

Mr. HOWE. I can't answer that, but I will try to get you an answer on it.

Mr. SCHEUER. It seems to me that that would be an extremely helpful piece of information.

Mr. HOWE. I think this kind of information, reliably produced, is very important to have. We have contracts on projects that lead us in this direction.

Let me make one or two other observations about your earlier remarks.

It seems to me that we are addressing ourselves to some of the issues you raise as we bring in this Education Professions Development Act under the Higher Education Amendments.

There we have specific provision for the training of teacher aides with a Federal program for doing this. This, of course, may be done