

home, the Coleman report was particularly strong on this and bringing the parents in the teaching process. They describe the indispensable nature of the complementary social service in the creation of aids to help teachers in smaller class situations.

I would like to quote one sentence:

For the most part we have not yet learned to group projects in the total programs and to spread such programs throughout the whole school areas where disadvantaged children are concentrated.

Again and again they have made the point that it is the totality of effort that counts. Now if any link is left out of this chain, the whole suffers drastically. Apparently we are in an actual bind and cannot do the whole job for the whole country, but also these reports make clear that in their view unless we do the whole job we don't achieve a threshold effect, we don't really achieve qualitative change with the kids.

Do you think it would be worthwhile to have some kind of demonstration program, an impact program that would include 25 cities, and set up a demonstration program in some of the schools, perhaps in an elementary school or perhaps associated with a university where we would give a certain control group of kids, in a dozen or two dozen cities, the full length and breadth and depth of these resources, the parent average, the nutrition, the health services, the small classes, the complementary and social services, so that at the end of a year or two or three we might be able to prove on a cost-benefit theory that anything less than the full investment really does not pay off, and that in order to achieve a threshold effect and in order to get this explosion of commitment and identification with the education process and to make the kid an effective participant in the school program and to prevent him from being handled in the Job Corps when he is a high school dropout, that it pays now to spend 15 or 16 or 17 hundred dollars on these disadvantaged schools which the good suburb and districts do spend for schools but for kids that come from home—do you think such a demonstration program on a control basis might give us predictable and analyzable information that would make sense?

Mr. HOWE. This is exactly what we are planning in connection with Follow-Through. I think the idea of demonstration more broadly conceived than Follow-Through in the sense it might extend through other grades than Follow-Through is a useful way to test out compensatory education and this kind of test would be well worth making.

I don't know whether any States have themselves moved in this direction.

Mr. ESTES. I don't know of any States. The Southeastern Regional Laboratory however has identified 24 schools, in Georgia, Alabama, and Florida, working through the regional office in title III and State departments. They are going to attempt over the next 3 to 5 years to demonstrate this very thing. They have selected some of the worst schools in those Southeastern States and want to show what quality intervention, as you discussed it, will do if we concentrate on them.

Mr. SCHEUER. When you speak of followthrough, as I understand the figures, you are talking about several hundred dollars investment per child. What is the average figure you contemplate spending per child?