

go along with the idea of having volunteers and poor people actually in the classrooms.

Since I am quite familiar with that situation, it interested me a great deal that even at this late date it was necessary for me and the general superintendent of schools and one of your colleagues here on the committee, Congressman Pucinsky, to be involved in a discussion trying to get across the idea that having parents of the children in the classroom is a desirable thing, and having volunteers who are from the neighborhood in the classroom is a desirable thing.

Yesterday's New York Times had a very interesting article in it about a school principal out there named Shapiro who has been trying to get some of these things going in the New York public school system for a long time. He was the principal of a school up in Harlem, known as P.S. 119. He has been sort of a gadfly, I gather, up there in New York, a kind of fellow who within the existing hierarchy was pressing for a number of these innovations.

I agree with Mr. Sugarman that progress has been made, but I also think that it is still a very sticky wicket. It is a slow process.

You don't make these changes overnight because there are an awful lot of professional people who feel that you better keep the amateurs out of the act, because all they do is mess it up.

It reminds me of the Peace Corps. There were an awful lot of professional diplomats who really weren't very keen on having amateurs known as Peace Corps people messing around in "diplomacy."

Mr. DANIELS. Having had this program for the past 28 months, do you find any duplication of the activities of Headstart and follow-through with any other programs sponsored by any other agencies of the Government?

Mr. SUGARMAN. I do not, Mr. Congressman. In fact, followthrough cannot operate in competition. It has to operate in cooperation. That is one of our reasons for wanting to involve the Office of Education so deeply in this program, so that there will be coordination between title I State and local groups the Followthrough funds.

Mr. DANIELS. What is your office doing with respect to evaluating the programs which have already been instituted throughout the various States and possessions, and in the dissemination of that knowledge to the various agencies that are operating the program?

Mr. SUGARMAN. We are doing a good deal, Mr. Congressman. I think our most important effort is in terms of 13 regional research and evaluation centers which we have established throughout the country to survey, analyze, and evaluate representative Headstart programs. The results of their findings will be publicly available, as are all research and evaluation studies made of Headstart, and they will be disseminated through the training programs that we finance, and also by direct mailings to the local community.

Mr. DANIELS. Thank you.

Mr. QUIE. Will the gentleman yield?

Mr. DANIELS. Yes, I yield.

Mr. QUIE. Could we have Dr. Sugarman place in the record the location of these 13 regional evaluation centers?

Mr. SUGARMAN. Be happy to.

(The information follows:)