

I think that quite often on some of these things we need some innovative types of programs. I would also say that there are lots of people at one time or another in the educational field that raise the question of where do you begin on this. Now, I think that the experiences definitely show that this is a good educational environment certainly for a segment of the population and it may be that it is good for the entire segment.

This we don't know. In other words, where should we begin our educational program with all our youth, not only with the culturally deprived. Certainly we have seen that from an educational point of view these youngsters do get something out of this.

Now, if it is education at that particular point, then it seems to me we ought to begin involving the educational agencies. Now, I do think this, however, because it was so uncertain and I think we would have to say that it was uncertain.

These types of things could best be done outside because after all, let's say they had completely failed.

Mr. BRADEMAs. You are not saying that you only want to get on board the successful ones?

Mr. ACKERMAN. No, no, no. Many innovative schemes ought to be tried outside first.

Mr. BRADEMAs. Mr. Tipler, you had a point you wanted to make.

Mr. TIPLER. In Wisconsin we had a Headstart; it was called 4-year-old kindergarten. We didn't know it was Headstart. We experimented with this for a number of years. In view of the tremendous impact after the war on our regular school program in order to prevent any part-time sessions and to meet our building programs we had to consolidate.

We kept our program going and concentrating on those years from the regular kindergarten through high school in my particular jurisdictions. However, if the Federal Government is in the position of having some funds to be made available after we have exhausted ours and we keep current with our primary responsibilities, we think that we are in the position—we have the know-how—to do this if we can just get the funds, that we shall provide.

Mr. QUIE. I feel so strongly about the transfer of Headstart from OEO to the Office of Education, that I don't want the record to be left vacant without me saying a word. The Opportunity Crusade Act, which I introduced last year for revamping of OEO, included this transfer and from all I have been able to observe in testimony and talking to people, I am even more convinced now that the Headstart program, in fact the education portions like Headstart program under OEO ought to be transferred over to the Office of Education.

I am glad that more and more people are coming to that opinion as well.

Mr. BRADEMAs. I wanted to use another example. We have not touched on this problem very much in our discussions and I think it is very relevant to the whole operation of the ESEA and the Office of Education.

I refer to the problem of de facto segregation in the schools. This is one of the reasons I asked you if most of your school board members