

stand that there are some personnel who don't clearly understand the picture who may go into a school area and take a rather dogmatic stand encouraging, let's say, cross-busing or encouraging the reverse of it.

I wanted just to mention a word of caution there. I think you have to be very careful who you send out to the local school boards to see how they are doing. Sometimes they take a rather difficult position on this issue. This has happened in California. There have been some complaints raised.

Mr. HOWE. I would guess whatever has occurred in California has not been in connection with our civil rights activity. It may be in connection with planning other projects that are originated by the local school districts. We are certainly not in the business of requiring what might be described as cross busing. We are quite willing to have a local school district engage in such, at its own initiative, and use title I funds or title III funds for that purpose if it wishes to do so, but there is no requirement here.

Mr. BELL. Suffice it to say that this did happen in California. There was one situation that occurred.

I have one other question.

In some of the deprived areas you may have problems of preschool education and training, before grammar school. Sometimes it isn't a very practical thing, but when you have preschool education for children in deprived areas and you have no followthrough in grammar school education, your preschool children are not getting much from it, as I understand was shown in the Wolf report that was made in New York.

You could send a child for 3 or 4 months of preschool and then he goes on to grammar school in which the teachers are different and not adequate, perhaps; the surroundings are not conducive to greater learning; and he loses everything. This can become, I can see, a very serious problem.

What can you do to meet this?

Mr. HOWE. The situation you describe is, I think, the basic reason for Operation Follow-Through, which we are trying to start, so that we have some reaction to this kind of problem in this year's program.

Also, we would hope that we could help that school district, or the State coordinator could help that school district, to use title I funds in such a way that the situation you describe would not develop. In all likelihood that school district will have title I funds.

It seems to me that the combination of these two things is perhaps only a partial answer, but at least reaches in the direction of solving the problem.

Mr. BELL. My time has run out. Thank you.

Chairman PERKINS. Mr. Dellenback.

Mr. DELLENBACK. Thank you, Mr. Chairman.

There is just one other area that I would like to ask a few questions about. This is to zero the area in.

I come from a State which I think has a good State department of education. I have been somewhat involved on the State legislative level. I am just not really sure where it is in the department of education on the Federal level you visualize the role of State departments of education really to be.