

Do you want to put these people out of business? Do you think the public school system has done such a good job up to now that they have any standing to come before this committee now and ask that this program, one which has proven itself to be almost completely successful as a poverty program, should be turned over to them just because it is working?

Mr. STIMBERT. I will be bold enough to make a statement. I wish you had visited our Headstart program, too, I think it would be bad to get into Government by exception. Shall we abandon 40 State departments maybe because 10 are weak?

I think we have across this country many Headstart programs. Ours started when there was no community action committee, and some 7,000 children were involved in it in cooperation with all levels of the community. I am talking now about the parochial schools and others.

It would seem to me that our surveys and thinking about this should be in terms of what the public schools of the Nation have done in other areas.

Mr. FORD. That is the very point. Since we started Headstart, everybody says it is working; it is a good idea. Educators have been writing articles in education journals about them for as long as I can remember reading them.

Your legislature talks about the possibility of kindergarten in your State. Now I would like to ask you have any of the 26 States which had no kindergarten programs before Headstart was initiated started spending local money for a program like Headstart or over and above our money for Headstart since Headstart proved it will work? Aren't we facing the situation where we say if the program works we will only do it if we get the Federal dollar to spend on it?

Mr. KETHIL. It does not seem to me to be a matter of whether the program works or whether it can be made to work more effectively. I know by and large in our area Headstart has been done largely through the public schools. It seems to me what we are discussing here is the fundamental question of whether education should be channeled, generally speaking, through educational agencies to prevent duplication and prevent the tendency in all levels of government and all departments getting into the act and having an education program.

Mr. FORD. I have before me the January 1967 Municipal Statistical Bulletin of the Investment Bankers Association showing for calendar year 1966 covering the sale of all bonds as a result of local elections across the country for school construction.

Table 6 of this publication shows State by State the total dollar amount of educational bonds asked for and passed for elementary and secondary education.

I would like to insert this in the record at this point because it demonstrates the communities receiving money under this program are approving money at the local level at an inverse rate. The more money you give them, the less tendency there is to approve bond issues.

The two States selling the most bonds for elementary and secondary education are California and Michigan. Pennsylvania is the third largest with \$184 million in elementary and secondary education bonds. California sold \$346 million worth of locally voted bonds last