

cause the expression is made that these educational programs—you have to some extent answered this already, I think—need reenforcing.

Would you agree that the programs that are not school programs, that are programs operated by community groups, are serving a worthwhile purpose and should be continued, or would you agree they are altogether educational programs or are there some other factors involved other than just pure education?

Dr. FLEMMING. My approach is they are an integral part of community programs as conceived and developed by the Office of Economic Opportunity. I think this is reflected in the fact, as I understand it, in the full year's program, and I am not talking about the summer programs now, the operating agency distribution runs like this: Public schools are involved in 35 percent, church affiliated organizations in 10 percent, Community Action Agencies in 29 percent, and other private nonprofit agencies, 26 percent.

To me, this has helped, and I suspect in a fair number of the situations where they are being operated by church-affiliated organizations or by Community Action agencies or by other private nonprofit agencies, they found it difficult to persuade the public school that it should operate the program so they turned to one of these other agencies.

This is what is possible under the Office of Economic Opportunity setup and to me this makes good sense. I certainly have no objection to giving the public schools the opportunity in a particular area of operating, but the public school situation in some communities is such that you would not have a chance in the world of persuading them to pick up something like this and operate it.

So then if you keep this under the Office of Economic Opportunity, it is possible for the Community Action Agency to turn to a church-affiliated organization or to other private, nonprofit organizations to become involved.

Oftentimes these organizations will demonstrate the soundness of the concept, the soundness of the approach, and ultimately it will be accepted as a part of the public school program. They will be glad to take it over. But in many, many cases you just cannot make progress by theorizing or getting into theoretical arguments. Somebody has to take hold of it and try it out.

Sometimes the agency demonstrates it is a poor idea, but other times they demonstrate it is a good idea, and then after it has been demonstrated it is a good idea, other people get on the bandwagon. This is the way we move forward in this country.

Mr. QUIE. Dr. Flemming, when you make the comments about Headstart, you realize that the Opportunity Crusade does not propose that the administration of Headstart would be through the traditional method of State department of education school boards, but it would be involved locally.

Dr. FLEMMING. I think it is wise to think in those terms. Actually the comments I have been making have grown out of the questions that were addressed to me by Mrs. Green relative to the desirability of keeping this within the public school system.

As I indicated to her and as I indicated later, I have no objection to the public school system being involved, but if the public school system is willing to be involved, then I think we ought to give the