

community a chance to try out something of this kind through one of these other devices.

Mr. QUIE. In the administration's proposal. Followthrough will be delegated to the U.S. Office of Education who will begin with the local public school system as different from the opportunity crusade. How do you look on this feature of the administration proposal?

Dr. FLEMMING. I noted that, and I think this makes good sense at this point because of the fact that they are now talking about children who have become a part of the public school system.

That is, they have gone through the Headstart program and now, having gone through the Headstart program, they have become a part of the public school system. This is a program, a proposal to kind of stay with them and be of help to them as they get underway in the public school system. I think this aspect of it makes good sense.

As we all know, the preschool picture in this country is very spotty. It is very spotty even if you are thinking about kindergarten. It varies from one community to another community and from State to State.

As I read the provision on Followthrough, it says once they become a part of the public school system, then certain help will be available under certain conditions.

Mr. QUIE. The preschool program, of course, has the same purpose as Followthrough; that is to upgrade them so they will be able to assimilate the educational program whether it is public or private school.

Don't you think that in the administration's program there should be some agency which has the continuity of interest and developments of this program?

Dr. FLEMMING. This is a very basic, fundamental question. My feeling is that at the present time after two and a half years of operation, that it is better to keep these Headstart programs related to basically the community action programs and to think of them as an integral part of community action programs.

I am certainly in agreement that every effort should be made by the administrator working with the Secretary of HEW to take full advantage of the expertise and know-how of the Office of Education and other educators in developing their regulations and so on, but I still feel that it would be much better to keep it as a part of community action program because I think there will be more Headstart programs in effect than would be the case—than if you tried to work down through the regular system.

Preschool responsibilities in the Office of Education are all to the good and to the extent communities and States are willing to take advantage of it, fine, but I am very conscious of the fact, as I am sure you are, that there are certain situations in certain communities and there are probably situations in certain States where the State is somewhat reluctant to take advantage of it, and then situations where the local community or the school board and those who are a part of the system in the local community are reluctant.

Your Office of Economic Opportunity approach gives that community a chance to get a Headstart program underway and, hopefully, having gotten it underway, then the school system will say it is good and they will pick it up and make it a part of their program.

I think this is the kind of a program that, hopefully, you would work out of business over a period of time in that the concept would