

Just Monday of this week, we had one of the top personnel officers of Standard Oil of New Jersey from Newark spend 2 days in our store with our personnel department and they have geared 6 companies in the Newark area that will provide 100 jobs provided it is done on this education and employment basis.

This, of course, is pinpointing one very small facet of this total program which this committee is considering, but it seems to me it does demonstrate two or three things. It demonstrates that business and industry are quite as conscious of their responsibility with public agencies for this whole poverty program as any other segment of society; that business and industry do recognize the important part that education, continued education, will have to play in preventing these 7½ million people becoming regular payrollers in welfare departments.

Now, what are the results of this? Here is a bulletin that was just issued on March of 1964 by the special staff from the public schools in Chicago that have been working with us.

We start in Chicago now a class of 60 dropouts every 60 days. Companies absorb them. Normally, the course of employment and education runs roughly 40 weeks. Out of the 62 students who started in May of 1963, 7 months after they had completed their 40-month stint on the employment and education, 17 of the 62 were working full time with the employer who hired them through the program; 11 were working at full time at jobs that they found themselves in light of the work experience they had; 12 are attending regular high school; 4 are in specialized training, such as body and fender work, cosmetology, and so forth; 12 of the 62 have gone back to high school and have graduated from high school; 5 have entered the armed services; 6 were married. Out of the 62, 7 months after the class, there are only 9 who are still unemployed and only 1 of the 9 has been unemployed continuously since he left the program.

Now, my reason for wishing to testify this morning is that the financial cost of such a program as this is quite beyond the normal resources available to a local school board. The number of teachers that we have per student here is roughly half the number of teachers that are in the public schools, but these are socially and culturally deprived.

Incidentally, for the record, only 60 percent of all the people who have gone through this Double E are Negro; 40 percent are white. Interestingly enough, a large percentage of them do not come from poverty areas, not a large amount, about 10 percent, but they come from what we would call middle-class areas.

Now, to supplement—I think Mayor Daley was here yesterday—but to supplement what he said about the very orderly cooperation between the county welfare department and private industry and the schools in Chicago, I would simply like to say that this is another evidence that there is latent in the communities the willingness and some financial muscle to help do the job, but it is beyond the capacity of any school board or any community to do the total job. For example, in our supervisory help in our store, we have to, when we put in Double E students in a department, we have to roughly adjust that supervisor's load down by 10 percent because it takes that supervisor more time to give this person the assistance. But interestingly enough, out of all the people that we have had, we have only had involuntary separations of about five. But the desire for success has been a very real one.