

munity efforts; and I think that is the best answer to doing something about the children of poverty.

I like the Job Corps, and I think it will work. I like the work-training program for unemployed youth, and I think that will work. I like the work-study program, because all of these programs of training, character building, we hope are tied in with education, with the future, and with some motivation, because out here is some promise of what is available if they apply themselves. I think maybe one of the weaknesses in the CCC program was that this simply was a job, an occupation, something to take them off the streets and employ them usefully, but it didn't have much promise. The key here is that there is promise at the end. If you work and train you are going to have a chance.

Now I have been asked, "Well, you have vocational training schools and you have good programs in most of your high schools. We have these programs, why do we need these?"

Well, we need them, first of all, for whatever reason, because many young people simply have not taken advantage of what was there for them. Then, too, I think it goes back to the child in the mountain school who never quite understood why education was important; and maybe we failed back there several years ago as we failed to get that message across. But whatever the reasons, we have these young people who need the training and who are going to be a burden on society for the rest of their lives unless we provide a way to give them that training, where there is hope and where there is proper motivation.

We have tried with the ARA and the Manpower Development Act, three pilot projects that we call "Operation Chance." One at Lincolnton, which now has graduated its first class, which we think has been very successful and marks the path of how we can use these programs. We have learned one thing that indicates again that it is not just enough to just have the program, but you need a special effort, again a process of education, if you will. Because we found you could not just announce in the newspapers that "Operation Second Chance" was in being and that if you wanted to apply and wanted training and wanted to catch up because you dropped out of school, you could come and sign up. We found that we had to go out and seek them and explain it to them, and lead them by the hand and bring them in for technical skill, but while they were doing it we the first time in their lives, why education was important and why this had some promise for them.

Of the first 60 we brought in in that manner, 56 have graduated in some degree of skill. We also found it was important not only to bring them in for technical skill, but while they were doing it we needed to give them same basic education; education in reading and writing, education in arithmetic, education in various other fundamental subjects. But I think that this is the answer. Here we are attacking it, not only on a single-county basis, not here and there, but through this bill we can make a massive attack on the problem of uneducated young men and young girls who need to be led by the hand, need to be shown how education can mean something to them, and need to be given the best opportunities of catching up and getting that education.