

tiative and finances are indispensable, but the primary responsibility still rests within each community. And it is most appropriate that emphasis should be placed on stimulating local action.

We note with approval the provision that all funds for educational programs will be administered by public educational agencies and we trust that the principle of separation of church and state will be adhered to throughout the legislation.

The legislation before this committee is only a beginning, but it is a vital beginning in the direction of fulfilling the American dream of assuring every person equal opportunity for dignity, security, education, and maximum development of his human potentialities. We look to you as our elected representatives to assume leadership in the struggle for justice. "Open thy mouth, judge righteously, and plead the cause of the poor and the needy."

Mr. PERKINS. I certainly wish to compliment you on an outstanding statement, Rabbi Hirsch. I just regret that we do not have the full membership of the committee here to have heard this statement.

Congressman Roosevelt.

Mr. ROOSEVELT. Rabbi Hirsch, I would like to join our acting chairman in what he has said, and to say that I think too often, as we begin to legislate, we get bogged down in the technicalities of improving the legislation. While I would be the last one to try to take away that function, it is an important function, of course, to improve the mechanism of each piece of legislation; but I think you have again brought back to us the proper moral tone; the spiritual need; the philosophic background upon which this proposal rests. And I want to say that I join the chairman in saying that I hope all members will read your full statement, because I think it is a very valuable contribution.

Rabbi HIRSCH. Thank you, Mr. Roosevelt.

Mr. PERKINS. Mr. Bell.

Mr. BELL. Rabbi Hirsch, I would like to add my word of compliment to that of the chairman and Mr. Roosevelt. I fully concur. Yours was an excellent statement. I appreciate the soundness of your thinking and your broad viewpoint on this whole problem. In some of the testimony you may have heard here earlier, Mr. Quie brought out a point that I thought was somewhat surprising; that is, the large percentage of rejectees in our military that have a high school education. These rejectees took tests equivalent to the seventh grade. There certainly is something peculiar with our educational system, when something like that can exist.

Will you comment on that? I have felt that a substantial proportion of the rejectees are nonwhite, which would indicate, I think, that perhaps some of the educational features for one group is one thing and for another group is something else.

Rabbi HIRSCH. I think what is at issue here, and something which I think our society unfortunately has not recognized, is that there are two types of education. There is what might be called book learning and what might be called inculcation of values, incentives, which are provided not only by the public school system, itself, but which are part of the essential background motivating someone to learn, which essential background derives from a person's environment and his reaction to environment in which he lives.