

district, not in terms of the way they presented the story of minority groups, but in terms of the relative difficulty of reading.

There are certainly young people in the District of Columbia who ought to be using what we typically think of as college-level material in American history. There are others who may find themselves in the 12th grade or 11th grade, who ought to be using materials adjusted to a 9th- or 10th-grade vocabulary skill. The need is for diversity of materials.

If the different materials reflect different approaches to minority problems, that is certainly an abuse, and shouldn't be going on. However, I can't comment about a specific city or school district which is engaged in that kind of maneuver.

Mrs. MINK. One final question, Mr. Commissioner.

Not only is the committee and the Office of Education involved in the area of textbook materials as a result of the Elementary and Secondary Education Act, but in my opinion, we are vitally involved also in the Economic Opportunity Act, and I think in the chairman's statement he made reference to other Federal programs in this area. I wondered if the Office of Education had been called upon by the Economic Opportunity Office to advise it in terms of the kind of textbooks that might be purchased and used, for instance, in a Job Corps center, where I realize we have many, many youngsters between the ages of 16 and 21, who come from disadvantaged backgrounds, with only a fifth-grade education, and maybe even only a third-grade or fourth-grade reading ability. Has the Office of Education gone into this area, in determining the adequacy of books that are being purchased for this other program, which I think is very much a concern of this committee, also?

By way of illustration, Mr. Chairman, my concern here is, for instance, you take a youngster who is 19 years of age, with a fifth-grade achievement in reading. Is he being presented with what, in your opinion, is adequate material which motivates him properly, and is not simply a fifth-grade textbook at a level of a 10-year-old, but rather, geared to his chronological age of 19, presenting to him accurate materials, in reference to his environment, his goals in life, and the type of motivation that we want to stimulate in a youngster of this kind, in a Job Corps center?

Mr. Howe. I am not aware of specific consultations here in Washington between OEO and the Office of Education about textbooks for use in Job Corps centers. The fact that I am not aware of this does not mean that such consultations, either on a formal or an informal basis, may not have taken place.

The people who operate Job Corps centers are people who are employed because they are responsible and informed people in education. They have access, through their own training and experience, to good information in this area. Extensive consultation with us may not be, in many cases, as valuable to them as consultation with the State superintendents of schools, where the camps are located, or with curricular authorities in private associations of such groups as history teachers or English teachers.

Mrs. MINK. Mr. Commissioner, I would like to differ with you observation in that area. I think this is a totally different problem from one in which the Office of Education would be trying to advise, say, a