

hard-core disadvantaged were being reached by the Manpower program. Those over 40 years old, the undereducated, the young and the unskilled, the migrants, minority group members, the culturally disadvantaged—all those added up to a fairly large group who had difficulty qualifying for training by traditional tests. At the outset, the goal of the experimental and demonstration projects was to demonstrate the validity of the premises: (1) that many judged untrainable by traditional tests are trainable; (2) that literacy training can be provided to those who lacked reading, writing, and arithmetic skills; and (3) that the non-motivated can be motivated to become self-reliant, gainfully employed members of society.

The first E&D activity was concerned with including in a tractor training program enough English reading instruction to enable the trainees to read simple instructions on operation and repair of their machinery. Success led to further experimentation. Literacy training, occupation-oriented, helped many become employable.

A series of projects involving sheltered workshops, work crews, and work tryout stations, applied techniques adapted from vocational rehabilitation. Methods found successful in working with the mentally and physically handicapped were applied to the socially and vocationally handicapped. Motivation was stimulated, the potential of the unemployed was assessed and the way was paved to competitive employment. Traditional tests had not accurately assessed the potential of the semi-literate.

Early E&D programs, focused upon youth, were introduced into many "laboratory city" projects financed by the President's Committee on Juvenile Delinquency and by private foundations. The work was broadened to include older workers. Projects were devised for prison parolees, migrants, minority groups, young and unskilled. A series of college-based rural programs was sparked by a conference of college officials in June 1963, and nine or more colleges furnished resources not otherwise available to the rural poor.

Much of what was learned in the special manpower program contributed directly to the amendments to the Act in 1963 and 1965, improving its capacity for meeting the problem of waste of human resources.

Present emphasis of experimental and demonstration programs embraces a search for more subprofessional job opportunities emerging from the increased need for social and community services (health, welfare, recreation, etc.); efforts to eliminate unrealistic hiring specifications; a coordination of MDTA with anti-poverty resources; and effective feed-back of what has been learned to on-going institutions, local, State, or Federal, to give continuity to the new insights and techniques. Broad community involvement will continue to be a hall-mark of E&D programs.

#### *4. Level of operations.* (See table 1.)

Program: Manpower Development and Training, Title II, Excluding Sec. 241.  
Department or agency, and office or bureau: Department of Labor; Office of Manpower Policy, Evaluation, and Research.