

many of whom had taken little or no part in a training situation for a considerable period of time. The traditional approach to vocational training was modified under ARA by placing greater emphasis on communication skills, on understanding of the work situation, and on social services. These emphases have generated specially designed courses in which, for example, basic literacy training, oriented to specific occupations, was added to the regular course content. ARA pioneered the first such successful training project when a group of Negro and Puerto Rican migratory farm laborers in New Jersey were prepared for year-round employment by learning to operate modern farm equipment.

The success of this project prompted application of the same approach to a large group of Mexican-American migrant farm workers in a Texas community. Lack of education, poor health, deficiency in English, and above all, lack of occupational skill made it extremely difficult for these workers to qualify for more desirable jobs.

Against this backdrop ARA set up a number of courses in mechanized farm operations as well as other needed skills. Along with skill training, instruction in basic English was provided and underpinned with appropriate motivation. As a result many of these workers have been able to fill jobs within the community, making it possible to develop closer ties, establish deeper roots, keep their children in school, and become more responsible citizens.

Closely related to the above approach was the frontal attack on illiteracy in a large urban center such as Detroit. Many of the Negro residents of the central city were hardly able to read or write and have been unable to find jobs; they even lacked the basic educational equipment to qualify for enrollment in existing ARA or MDTA training courses.

To meet the problem head-on, an ARA course was established to train and supply educational technicians because the educational system lacked enough instructors.

The trainees, all of whom had at least one year of college credit, were introduced to such techniques as audio-visual aids, programmed learning, and methods of communication. The "graduates," have proceeded to provide specially designed training in literacy skills and it is estimated that over 5,000 persons will benefit from such training in the coming year.

10. *Economic classification of program expenditures.* (See table 2.)

Program: Redevelopment Areas; MDTA Title II, Sec. 241.

Department or agency, and office or bureau: Department of Labor; Office of Manpower Policy, Evaluation, and Research.

TABLE 2.—*Economic classification of program expenditures for fiscal year 1965*

[In thousands of dollars]

Federal Government:	
Purchases of goods and services:	
Wages and salaries (Federal)	474
Other ¹	3,924
Transfer payments to individuals and nonprofit organizations (allowances)	1,998
Total, Federal expenditures	6,396
Non-Federal expenditures	(²)

¹ OJT contracts and institutional training costs.

² Not available.