

I also notice in your remarks, particularly to stay compatible with my previous questions:

My current experience in a migratory area applauds your extension of this program to migrant groups. This would not only benefit the children of migratory workers. It would enable the local school system in this instance to improve its stability and its effectiveness in this education of children of the permanent community.

By this, I gather that you also have problems in the field of education in regard to transients that come and go in the area where you live?

Sister FARRELL. Yes, Mr. Scherle; we do, simply because they are migratory. They are accepted into the school system readily on a tentative basis. I observe that the teaching leaves a great deal to be desired because they are there only a short time.

In the particular area in which I am currently working, the Lower Santa Clara Valley, they leave in the fall, after the prunes. Certain classes are dismantled and there are few children left. The school, I gather, has to be reorganized and reset up.

Mr. SCHERLE. Do you feel that even though these are migratory workers that they are considered for the full extent of education as possible in budgetary and fiscal appropriations?

Sister FARRELL. Are you speaking of title III, Mr. Congressman?

Mr. SCHERLE. Either one of the two.

Sister FARRELL. First of all, title III hasn't seeped down to our particular area even though the State has a very splendid plan. Headstart, under the OEO, is beginning to be quite effective in this particular area.

I gather that the California Education Department is quite competent. But also it has a tremendously large job to handle, particularly in these areas where there are transients. These people are moving up through the two valleys, of course, I don't observe any effective approach currently to the solution of this problem of the migratory workers.

Mr. SCHERLE. You don't feel in your own mind, then, that because of the situation as it exists and is known to the State Board of Public Instruction, that there is any discrimination at all in regard to the education that they should be entitled to?

Sister FARRELL. No; validly, there is no discrimination.

However, I don't see any approach to the problem. The problem exists. These children are handled as they go up the valley. But I feel that this is not the answer.

I speak from the viewpoint of a schoolteacher. I think we all know when children come in they are in the classroom for 6 weeks and then move over and have another teacher for 6 weeks. This is the situation in which they are existing for most of their elementary education, at least.

Mr. SCHERLE. To pursue this a little further, then, knowing this, the possibility of many of them becoming college entrants is remote?

Sister FARRELL. Very remote.

Mr. SCHERLE. Then how is your vocational program in California?

Sister FARRELL. I am not prepared to give you an overall picture of the vocational program. I know something is being done. But