

by amendment, to take basic adult education away from the Poverty Act. I think this would be a good move for many other aspects that you gentlemen have spoken of.

Mr. BAKER. Mr. Bell, in relation to your question about progress, in eastern Kentucky this has been a tremendous influence on a great many people, beginning with the adult, no formal education, who dropped out of school at the first, second, third, or fourth grade.

Today we are witnessing, not only, I guess it is all education in a form, but there is a social factor involved, and there is a personal factor involved including personal hygiene. It does your heart good in these adult education classes to see men who in the past have not taken a great deal of personal pride in their personal appearance or the way they are dressed, to go back like you and I—I won't say you, but I—when for the first time we recognized there was another sex and we started combing our hair and coming to school with a clean shirt. This is what has happened, and with the great deal of pride they get in the instruction, especially the instruction at the elementary level and those who have completed an equivalent of a secondary education program and have received a high school equivalency certificate, this is one of the proudest possessions they have today.

We are putting the personal pride back into them. It is coming out. These same people are going forth and they are utilizing this, they are presenting this. This is a means of gaining employment or looking for better means of employment or advancement in the area in which they are now working. It has its merit and it has its value and it has been—well, I just wished everyone that needs it could have it. If we could utilize our public school facilities more hours a day, more days per year and get these people back and use the basic high school course of instruction and offer it to those people who dropped out of high school and get them their high school diploma, which is an ambition, and they do not know how to approach it, they have no way to approach getting it, it has merit.

Mr. BELL. Aside from the literacy part, this was the intent of my amendment, to get those people you are talking about.

Mr. BAKER. I will say this, those people in this area, some of them if they have an axe to grind, it might be one of us who maybe used the wrong approach and caused this person to drop out of school or as parents we forced him to because we didn't have the finance to support him to go on to school when he had to go to work or maybe like so many of us in eastern Kentucky that were bound by the limitations relationship to high schools, back in the days when some of us went or had the opportunity—well, we say we didn't have the opportunity and you say, "Well, that is not true," but it is true because in the days past when they were in school the schools were not there and the transportation could not be provided and some of those in the mountains could not be reached in a given period of time for the formal high school education at high school level.

Mr. BELL. I note on page 7 of your statement, Mr. Baker, you say that the U.S. Office of Education should administer all Federal education legislation. Then you go on to discuss Headstart. What do you mean by all? Are you talking about other education facilities?

Mr. BAKER. Yes, sir; I define education as that which involves the complete education of the human being.