

immediate needs of employers and pressure groups, rather than giving emphasis to such factors as attitude development, basic and related education, as well as saleable skills. We feel that this comprehension, of related as well as specific job skills, is necessary for employee satisfaction which should result in better on-the-job performance.

Finally, education has proven that it can work effectively with industry to determine employer needs and can develop local training programs which satisfy these industrial needs. By transferring this responsibility to the Department of Health, Education, and Welfare we feel that duplication and overlapping effort will be eliminated, and another bureaucratic administrative channel will be eliminated.

I have attempted to be brief and pointed in my remarks. I thank the committee for inviting us to appear. The opportunity to be some part of the tremendous work that this committee has done and is doing is most gratifying.

It has been said that the Battle of Waterloo was actually won on the playing fields of Eton. I do not know whether this is true or not. But it is nearly an absolute truth—and one not fraught with great exaggeration—when we say that the great worldwide struggle in which we are now engaged may well be won or lost in the classrooms of America. The boys and girls that today occupy these classrooms are our immortality—they deserve our national attention.

Again, Mr. Chairman and members of the committee, I thank you for giving me this chance to be heard. I sincerely hope the views which I have expressed will be useful in your deliberations.

Thank you.

Chairman PERKINS. Thank you very much.

Mr. PUCINSKI. Mr. Stimbert, your testimony is extremely interesting and you have told us what your future needs are, but could you give us a very quick review of how effective your programs have been up to now. I have noticed that witness after witness comes before the committee here and tells us about what the programs are and how they should be expanded, what you fellows need, what amendments you support in the act; but I have not heard too many people coming before this committee to tell us what are the concrete results that we are getting out of this mass of Federal aid to local communities. I am sure it is there, but I would feel much more comfortable if you gentlemen would come before this committee and tell us specifically what has been accomplished with this massive help in compensatory education so we could then have some idea where to go in the future.

Mr. STIMBERT. I think your question, of course, is a very important one and what use we have been making of it.

Mr. PUCINSKI. I know what use you have been making of it, but I want to know if you are conducting any tests or studies or surveys to evaluate the products of these uses. I know it has been a short program. We have only been in this for a couple of short years. After all, when you get all through with this testimony your main drive is to help improve the students' learning ability and understanding.

Now what impact is all of this having on the student himself, and what results are we getting? Are we setting up vast programs that get all complicated but are not reaching the student? Is the student showing an improvement in reading ability and is he showing an im-