

minimal and may be based on false economies when compared with total attendance center program funding.

Let us state the case in other terms as described by one of our progressive AFT State Federations, the Missouri Federation of Teachers, MFT, whose President is Fred N. Miller of Kansas City.

MFT calls for a "Federal School Renewal Program." Mr. Miller paints the facts of school "drop-outs"—perhaps better described as "push-outs"—as the cause of "hard core" unemployment.

"Push-outs" are more than the products of ghettos and broken families who live in sub-standard conditions of economic poverty. They are products of transient teachers, overcrowded classes, inadequate teaching facilities, and generally unhealthful school plants and environments. Smaller classes, adequate food, acoustical and lighting comforts, genial and loving adults, more personalized teaching attention—all items of cost and all related to total school programming—must be excited by Federal funding and standards.

As Mr. Miller points out, the hard core unemployed reduce this nation's productivity by \$84,000 per person of lost earning power compared with the high school graduate who is employable. An effective school has "holding power"—probably costs \$250 a year more per student measured in today's dollars—and is, in our opinion, the requirement that is basic to "Federal Renewal". In a school lifetime, the maximum cost is \$3,000 of greater investment which is three and one-half percent of the anticipated minimum loss to the "push-out". What a low cost for an immeasurable investment in human worth!

For a moment now, let me turn to vocational or occupational education. Last year, Federal dollars appropriated by you, the Congress, funded a pilot survey of vocational education in Utah. As one of two staff consultants representing "non professional" interests among thirteen so-called "experts" on the Utah review team, I represented the AFL-CIO. The other "lay" advisor was John Harmon of the U.S. Chamber of Commerce.

The report of that Utah study is available to you in either of two volumes—detailed or summary—from George Peabody College, Division of Field Surveys, of Nashville, Tennessee. We commend its diversified recommendations to you, since vocational education is truly behind the times; likewise, it is costly in its demands.

We simply raise the question: Why not set a priority on Federal funding of work-study, on-the-job, and expanded apprenticeship programs? We believe you will find business and labor ready to meet the challenge and teachers and administrators ready to adjust!

We commend the realistic approach evidenced by the AFL-CIO, even as we make these points of strong emphases:

1. The least your Committee can do at this time is to insist that the full authorizations be appropriated for all titles of ESEA in particular, as well as other Federally supported educational programs.

2. At best, \$2,500,000,000 for ESEA titles is hardly enough to justify either educational or economic wisdom in fiscal 1968. Military and defense costs notwithstanding, this nation will be caught short all too soon if it does not move dramatically to finance education at two, three, and four times the present level of Federal support in the next several years. The year 1967-68 should not be one of pause or wavering. The urgency of the need is self-evident and should be met with firm bi-partisan support.

Chairman PERKINS. You may insert any other material which you want inserted in the record. It will be inserted in the record at this point.

Mr. BIEMILLER. I would also like to insert the last policy resolution of the AFL-CIO council in the field of education.

Chairman PERKINS. It is so ordered.

(The document referred to and publication entitled "Design for an Effective Schools Program in Urban Centers" follows:)

STATEMENT BY THE AFL-CIO EXECUTIVE COUNCIL ON EDUCATION AND THE
FEDERAL GOVERNMENT, FEBRUARY 23, 1967, BAL HARBOUR, FLA.

After nearly a century of stalemate, with strong leadership from the present administration, efforts to bring about federal aid to education have resulted in a series of legislative successes. During the long campaign for federal aid.