

Mr. POTTER. Elderly members of the family and children; yes.

Mr. THOMPSON. Do the Secretary's regulations go to the education of migrant children at all?

Mr. POTTER. No, sir.

Mr. THOMPSON. They do not.

V. OTHER SUPPORTING OFFICE OF FARM LABOR SERVICE PROGRAMS

Mr. POTTER. In order for the Farm Labor Service program to be meaningful, it is imperative that the Service be concerned with matters other than job order taking and worker placement. Other facets of the program involve:

A. Arranging for certification for foreign workers, as a last resort, under conditions that will not adversely affect American citizens and that will prevent crop loss due to a lack of labor.

B. Administering the Crew Leader Registration Act.

C. Operating, through the States, interstate migrant information stations and rest stops.

D. In cooperation with other Government and private organizations, encouraging provision of adequate farmworker housing, better transportation practices, more community participation, awareness of need for improving foreman supervision, orientation training on the job, safety practices, and labor relations generally.

Thank you, gentlemen.

I shall be happy to try to answer any questions.

Mr. THOMPSON. Thank you very much.

You have answered completely the questions set forth in my letter and these statistics will be very valuable to us.

Mr. O'Hara.

Mr. O'HARA. I want to thank Mr. Potter and to express my complete agreement with Mr. Wirtz' statement.

I have no questions.

Mr. THOMPSON. Mr. Ford.

Mr. FORD. Thank you, Mr. Chairman.

On page 2, at the bottom of the page, you make the observation that "Most migratory workers travel in crews, some of them as large as 150 to 200 persons; but the number traveling in family groups is growing."

Now, this committee has considered in several pieces of legislation the problem of the migrant child. We have given him a lot of attention and not very much money under the Economic Opportunity Act, and even less attention under the Elementary and Secondary Education Act.

I notice, for example, that the famous Quie amendment takes migrant children back out of the Education Act almost as fast as we put them in. We put them in this year, and he would take them out next year.

During the course of this legislation, we have been increasingly concerned with the problem of having this large number of children outside the pale of the normal institutionalized education system.

Do you mean to say by this statement that there are more children traveling in families today than there were 10 years ago?

Mr. POTTER. This is our experience of the past year or two, and I think there are two reasons for this: One good and the other bad.