

Mr. BERRY. It is my impression as I read it that it would change somewhat the thrust of our efforts to get local community support for these programs because as the language seems to imply, HEW would conduct the programs, make grants for special programs that would operate on a mobile basis, in other words, create an instrument that would move with the stream. It would be a federally operated program rather than a locally generated operation and provide transportation to return them to their locality.

The greatest loss it would seem would be the loss of momentum because it would be, in effect, dismantling a machine or system that is now proving effective and moving it into a very tightly structured bureau operation.

As Mr. Klores has mentioned, the established agencies of traditional patterns, the echelons of operation that reduce this flexibility and mobility to aim in and zero in on the targets of need, more addressed to the lines of command and the generation of programs which takes much longer than exist in our agency.

Mr. PUCINSKI. Mr. Shriver, as to the additional language that you are seeking in the legislation dealing with migrant workers, could you tell us just briefly what this new language would do, how it would strengthen your program?

Mr. SHRIVER. I would like Mr. Klores to answer that, please.

Mr. KLORES. The present language of the statute talks about four areas: day care, sanitation, housing, and education. That was put in because, if memory serves me correctly, Senator Williams in 1964 had four pieces of separate legislation in the hopper and he tied them all together and the four of them were the ones I had mentioned. We have found that even though the areas are good we are precluded as an example in the strict construction of the statute from providing health to people in an educational program. We cannot give them physical examinations. Everyone knows that if you are going to put children or adults into an educational program someone should examine them. It is difficult to learn if you can't read because you don't have eyeglasses. These are the restrictions we are operating under especially in the health area of providing some of the small health benefits that would make the program a success.

Right now we have to try and find other ways to take care of it. We are not always successful. We have had people in programs in Mississippi and Alabama who could not read without corrective lenses and did not have those corrective lenses. We could not give them the examination under this statute even though they may have been able to buy the glasses if they knew what their problem was.

So it is a minor change permitting us to run the same kind of program for migrants that we would run under a community action agency.

Mr. PUCINSKI. Do we have any statistics on what has been the experience with children of migrant workers since they have been receiving help under this program?

Mr. KLORES. No, I don't think we have any statistics on what has happened to the children except that they have been able to go to school, which is something they had not been able to do in the past. We have taken a program such as the one in New York State in which we opened the schools in the summer when the migrants are there. That is when the kids need the schooling. In the summertime when