

Corps youngster that one of the reasons he may have difficulty in vocational education is that his very fundamental difficulty is in basic education. You talk about circuitry and electronic and all the terms that are used in what seem to be simple trades there are some very big words that have to be read. When a package comes from a manufacturer today it just does not come with pictures, it comes in prose. It is pretty horrible prose which I never find myself able to read and decipher. It is pretty hard for a youngster to come in and read this. We say all right, let us teach him to read. You take the same youngster to the reading teacher. The reading teacher has a different background altogether. She may be "Jack see May run". If you give that to a Harlem boy he will hoot at you. You give him some other prepared material that will reach him. What will reach him? We are discovering what will reach this youngster is something related to his vocational goals and aspirations. He has to have a reading program and history program.

It was not quite so absurd to talk about the plumbing and the Romans. The principle was a good one. Maybe if we can relate some reading material to what goes on in plumbing and it still makes sense, we can not only teach the boy to read but we can also get him to move ahead in his vocation, calling this an organic curriculum. We know very little about this. Vocational teachers don't have much sympathy for reading. The idea is that a vocational teacher when he gets a problem he says, "All right, boys, let me show you how to attack this word." He may be a non-reader himself. The reading level of some vocational teachers is not at the very highest.

If I may speak for a moment off the record, Mr. Chairman.

(Discussion off the record.)

Dean PERLMUTTER. This dropout language is nonsense. We simply do not have the necessary skill, scientific knowledge, data, information at present to do the job. I want a little patience from the Congress and a little money and a little support to improve what they are doing because in many ways the curriculum is at the level of the Christian Science Monitor report, speaking out of our guts and out of memories drawn 20 years ago. There are some advances being made.

Dr. GEORGE. I would like to say something. I thoroughly agreed with him. I don't know who put us on the same beam but I would say that we have been experimenting with this business of teaching reading. Certainly there are a lot of common denominators in poverty. We use that term as if we now know what we are talking about when we talk poverty. There are many distinctions in poverty as you have in the middle class. You have upper middle, lower middle and that sort of thing. You have the same thing in poverty, urban ghetto poverty, rural poverty, migrant poverty, you have little town poverty, you have poverty of ethnic ghettos and you have all kinds of poverty.

About the only common denominator I have been able to find has been that none of them knows how to read well enough. They just don't know how to read. This is the one thing you can bet your bottom dollar on when they come back and need help.

How do you teach them? We have had to just plain experiment. We try this, if it does not work we try something else. Right now we are working on using their vocation, which is business English, which is medical English if they are in the medical field. Learn the medical