

expectations of the poor is both bad business and bad politics—unless you like the fuel which they supply to riots and disorder.

III.

Basic in the War on Poverty is the helping people to get jobs, training them to do the job, upgrading them to perform better jobs at higher pay. This means employment, placement and education. It means teamwork of the employment office and the public schools—a close and professional teamwork among experts. In its role of fund recipient with power to delegate and contract for service, the community action structure adds an unnecessary step which acts to baffle the direct relationships of employment office and school. For the most part, the personnel of the local community action program is not qualified to provide a service, except elongating the bureaucratic distance between government and people in need.

The new outcome of the present situation is to embitter competent professionals and encourage them to drag their feet or go their own way. In the next section I make a recommendation concerning this operation.

IV. HEADSTART AND DAY CARE CENTERS

For anyone on the firing line, this fact is important: *people generally believe in the purpose of Head Start*. Likewise there exists a crying need for day care centers. It is my opinion that both of these operations will inevitably become functional parts of our educational system.

The community action offices, good job though they may have done, are equipped neither by experience nor facilities to conduct the Head Start programs either during the regular school year or during the summer. The school system is the only organization professionally experienced to carry on the program.

It is my hope that this Congress will make available funds to integrate the Head Start program with the school system, both for operations and facilities. The reason why kindergartens, pre-school, and day care centers have not become a part of the public school system is financial. Funds were not available.

The United States will find it both in the interest of economy and the effective War on Poverty to take prompt action to fund and establish this extension of the school system. A child who is four today will be seven in 1970 and a family person by 1985. We can do more at this level than any other. If we can reasonably believe that poverty can be eliminated in this century, then we shall make the quickest and most effective progress through the Head Start and Day Care centers, with related diet, medical and dental assistance.

It is therefore my suggestion that *Congress assign Head Start, Day Care Centers, and Training Programs to the Department of Health, Education, and Welfare and place them under an assistant secretary where these foundations belong*.

To this suggestion it may be objected that the United States cannot afford such humane largess. To this I answer that I shall be glad to sharpen my pencil and sit down with any Congressman to show where the *funds can be found within existing budgets without increasing them one iota*.

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VI. UTILIZATION OF EXISTING RESOURCES

While we have been talking about "in-kind" contributions, and some have feebly been given, we have neglected to use magnificent resources already at hand.

I shall pass over the vast resources of our church and synagogues which stand idle a good part of the day and week. I shall likewise pass over the enthusiasm of churchmen for federal programs, when they themselves are closest to the local community and its needs. The churches have an enormous opportunity for innovation and service, the results of which would be more fruitful than an invasion of Alabama. I shall also pass over the belabored studies of academic grantee-racketeers who prey on government and foundations for funds to carry on "research," most of which has little value, a good deal of which was known before, and little of which is actually read, for example, by Congressmen and heavily burdened bureaucrats.