

They come from homes where there is nobody to get them up in the morning, any kind of a schedule to get any place on time is something they are completely unused to, so they need special counseling, special supervision and they need a great deal of care in job assignment.

Having learned this, in 1966, we decided to change our program somewhat and to offer a special kind of supplemental education to these youngsters.

This was provided through a contract with the Board for Fundamental Education, which is a nonprofit educational agency chartered by the Congress which has specialized in developing unusual techniques for, first, adult education of various levels of illiterates.

I think we were the first experiment trying to apply these unusual basic educational techniques to youngsters.

The arrangement we made with approximately 20 young dropout boys was that we would give them jobs at the lowest level, messengers, Xerox machine operators, addressograph operators, APT chasers, fellows who go around and locate papers throughout the building as we need them.

It was decided they would go to school—we didn't call it school—they would take extra education 2 hours a night, 4 nights a week, and we would provide the education.

The Board of Fundamental Education provided two instructors under this contract. The cost was geared to be \$700 to \$750 per boy for approximately 1 year's education on this basis, and the goal was the high school equivalency examination and high school equivalency diploma. We now feel we have had enough experience with these techniques to say it works. Eleven of these youngsters have been able to stick it out and we think are going to be able to pass their high school equivalency in the near future.

We think that these youngsters have also demonstrated enough ability on the job so that they will be able to have reasonably good careers with us.

Some of them can even get up into the supervisory levels and the technical job levels, we think.

As a result of this, we are encouraged to think that with this kind of care, with this kind of supplemental education, these youngsters are not unemployable. They may be a hard core that we have not touched that are although I doubt even that if enough care is given but these so-called unemployable youngsters are not unemployable. They can be taught but it costs money and it takes time.

To go back to Mr. Oates' earlier ideas, I expressed when I started my informal summary here, I believe about 3 years ago at an address at the Harvard Business School, Mr. Oates pointed out that one of the problems with these youngsters was simply that as far as jobs were concerned they couldn't produce enough on the job to warrant the minimum salary level that was required to pay them.

The financial loss was there and there was no financial incentive. He suggested drawing on the 1962 tax incentive formula. This was embodied in a bill before the Ways and Means Committee or the idea of a payroll subsidy was suggested by Mr. Oates as a way of making up the economic difference between what the company would pay these youngsters and what it would pay for educating them and what they were actually worth on the job.