

Individual county totals are as follows:

Charlotte	\$106,677
Collier	1,191,175
Glades	14,000
Hendry	4,820
Indian River	99,164
Lee	380,783
Martin	81,302
Okeechobee	9,380
Palm Beach	1,020,254
St. Lucie	1,046,908

The major programs (\$50,000 or more) in each county are as follows:

Charlotte: Board of public instruction	\$100,137
Collier: Board of public instruction	1,088,131
Lee:	
Board of public instruction	131,272
Rural farm loans	128,630
Sunland training center	92,651
Martin:	
Rural farm loan	80,000
Board of public instruction	66,087
Palm Beach:	
Board of public instruction	537,167
State board of education	122,505
Marymount college	197,427
Rural farm loans	98,750
Community action council	64,405
St. Lucie: Community action organization	964,733

In addition to programs which operate under local sponsorship within the individual counties of the District, there are a group of migrant farm worker programs which are multi-county in scope. In most cases, counties of this district constitute at least half of the counties included in each of the following programs:

Migrant worker grants	\$1,292,255
Migrant legal aid	806,099
Migrant project administration	117,528
Neighborhood Youth Corps	30,480
Vista volunteers	147,400

Approximately \$2½ million has been granted to multi-county migrant programs administered by non-public groups.

Of the funds granted to local counties, over \$3 million has been administered by local units of government, mainly the county school systems. An additional half million has been funded through a Federal agency and its local committees, the Farmers Home Administration, in the form of rural farm family loans. Only one non-public local agency has received large grants, the St. Lucie County Community Action Organization, Inc. The largest school program has been the migrant education project of the Collier County School Board.

The first and most apparent shortcoming of the "War on Poverty" in this District is its uncoordinated, disorganized, overlapping profusion of public and private agencies.

In Palm Beach County alone, poverty funds have been received by the Palm Beach Community Action Council, Inc., the Farmers Home Administration, the Florida State Department of Education, the Palm Beach County Board of Public Instruction, Marymount College, the Community Action Fund, Inc. and the American Friends Service Committee. And of course these projects are in addition to the regular health and welfare and education programs going on in the county through the state and local governments and private groups, and a special migrant health program administered by Federal, State and county health officials.

St. Lucie County, on the other hand, has seen the development of a strong community action agency which coordinates a wide variety of programs. Those who formulated programs early and worked closely with O.E.O. were funded—those areas which did not were not funded, regardless of need.

The result has been the complete lack of programs in some areas of poverty, while other areas have multiple services available. No single agency at the state or local level has jurisdiction over funding, and even within O.E.O. some programs are required to have the approval of an Atlanta regional office, while others are funded directly from Washington.

Most of the problems which have come to light in the various programs result from this lack of coordination and control.

The Federal-aid-to-hospitals program is an example of administrative procedure which might have been followed. The Federal funds are apportioned among the states and a state government office receives requests for funds and allocates them to the various hospitals on the basis of need and priority. There is no similar plan in operation for the "War on poverty"—any group, anywhere, can apply for funds. No state or local governmental agency reviews the need in relation to the needs of the state as a whole.

Private groups, such as the Community Action Fund and American Friends Service Committee, have received Federal grants under these programs and have caused difficulty. They have not been responsive or representative of the areas or people to be served. Cooperation with local government was in many cases nonexistent. While many operated with good intent and had the services of dedicated employees, they failed to establish the necessary community cooperation which is required of successful programs.

These two programs in particular require special critical review. On the basis of complaints received and personal investigation, it appeared necessary to secure an outside professional audit of activities of the Community Action Fund, Inc. and the American Friends Service Committee. At my request, the United States General Accounting Office conducted that investigation, and their report has now been made public.

The use of Federal tax funds for political or union activity is objectionable to all citizens. But the shortsighted use of time, energy and money for these purposes also deprives the poor of these resources for legitimate efforts to help them better their own living conditions. The taxpayer is not the only loser, then, but the poor themselves suffer perhaps the greater loss, since these funds were supposedly being provided to assist them in solving the very real and serious problems they must face in life. Unions have the facilities, manpower and funds to do this organizing job.

The General Accounting Office specifically notes the involvement of the Community Action Fund, Inc. and the American Friends Service Committee in a number of union organizing activities. The report speaks for itself, but it must be noted here that all this activity took place while supervision was supposedly being furnished by the Office of Economic Opportunity, and in spite of the fact that the situation was called to the attention of O.E.O. on several occasions, only to be denied.

The Congress must require more professional management from Federal government agencies, and copies of these reports are being furnished members of the appropriate Congressional Committees.

O.E.O. should proceed immediately, as requested by the General Accounting Office, to identify funds misspent by the Community Action Fund, Inc., and the American Friends Service Committee, on union organizing activities indicated in the G.A.O. report. O.E.O. should immediately review their own audit procedures to insure that similar mis-use of funds cannot occur in the future, and that grant recipients are most fully aware of the limitations of their use of Federal funds.

Existing channels of communication and cooperation between Federal, state and local governments should be further developed to meet the special needs of the poor, and especially the migrant farm worker and his family.

At present, migrant programs are administered directly from Washington. The state and local governments should become more involved in these programs, have more responsibility for them and supervision over them.

Housing, education and health are three areas where concrete results can be achieved through increased effort without the necessity of a bureaucracy of overlapping and disorganized and uncoordinated public and private agencies. All these areas are within the scope of existing public agencies, which could more properly administer special migrant problems.

In education, lines of communication already exist between county school systems and the state education department, and in turn between the state and the U.S. Office of Education. The Florida State Department of Education should

coordinate all of the educational programs within the state, including headstart and migrant projects, and adult education. The state university system should be utilized for teacher training for these special fields. We have already been successful in working out a program between O.E.O. and the State Superintendent, and it should be strengthened and broadened in the months ahead.

One common problem in each county in the 9th District has been the establishment by O.E.O. of programs and agencies which are not local in their interest or support, and the granting of funds to some local committees which have been torn with strife. With the benefit of two years' experience, O.E.O. would be well advised to restructure the entire concept of community action back to the communities themselves and to require results before considering refunding.

Community action boards should consist of county and city officials, united funds, religious councils, business, professional and labor groups and the poor themselves. Boards not representative of the prime movers of a community cannot call on the cooperation and resources of the community.

Since calling these problems to the attention of the various groups concerned and the Office of Economic Opportunity, several changes have been made.

The Community Action Fund, Inc., has been partially reorganized. The former president has resigned and the new president is a resident of the area being served. The board itself has been restructured to give more representation to the counties in which it operates. Efforts are now being made to re-direct the program away from the activities cited as illegal by the General Accounting Office, and to those programs which will more properly assist the migrant population in improving educational, health and housing programs.

The AFL-CIO or any other union has the right to encourage workers to join together for mutual benefit. Such Associations should not, however, be brought about by Federally paid employees. I have no doubt that the labor movement is both willing and able to finance organizational efforts from its own funds.

The Community Action Agency, Inc., of Palm Beach County has also undergone a reorganization of its officials and board.

Migrant Legal Services, Inc., which was started under the sponsorship of the CAF was transferred to a 6 county board of directors which includes representation from the 6 county bar associations and 6 county organizations interested in migrant problems.

We are currently working with local housing authorities to improve housing conditions. In addition, self-help housing groups have been formed to encourage home ownership by the migrants, which will bring them into year round residence and employment in the area, which will help stabilize the availability of farm workers while improving their living conditions.

The State Department of Education has taken over the management of the migrant education program, and will now supervise it in the various counties with migrant populations.

The State Board of Regents will assist, through the university system of the state, in the training of teachers to work with the migrant poor.

Marymount College will continue its worthwhile program of family education and the development of migrant teaching.

One of the most important programs outside the Office of Economic Opportunity has been in the field of health.

The Palm Beach Health Department and others have worked on Federal grants with local supporting funds from public and private sources to improve health conditions, especially in housing camps. Mobile units have been particularly helpful in taking needed health services directly to the migrants in the camp areas.

This program, while outside OEO, is mentioned as a successful program which we were able to have written into law during the 89th Congress. Previously, we had written into the Housing Act special construction loans for farm labor housing, along with the provisions of the Farmers Home Administration housing program, and OEO's self help plan.

These housing programs are all designed to improve the living conditions of the migrant farm family, which is basic to meeting the other problems of this group of people.

Experience has indicated that the expenditure of time and money does not guarantee results. And there is much to be done.

In Palm Beach County alone, there are reported to be almost 10,000 welfare cases active each month the year round. The welfare costs alone, not to assess the cost in terms of economic waste and human suffering, warrant our continued concern and determination to meet the needs of the community.

It would be easy to criticize the "war on poverty" by simply ignoring the existence of poverty in the first place. This cannot be done.

There are children living within a few miles of Palm Beach, or Naples, or Vero Beach, or Boca Raton, who have never had the experience of sitting at a table for a meal, and who do not have a bed to sleep on. Some have never seen meat and potatoes on a plate together. There are hundreds of children who received their first pair of shoes, their first dental exam and first medical checkup when they started attending a day care or head start program.

Many people living along the prosperous east and west coastal areas would be amazed at the extent of the problem. In one day care program, we were shown evidence that over $\frac{2}{3}$ of the children enrolled had suffered from anemia and malnutrition.

These children are not few in number or isolated in location. They can be found throughout this district. Many are migrants, but many are also year-round residents. These children will soon be adults. They will not be wage earners or taxpayers—they will be welfare cases.

Now is the time to reach these people, before it is too late for them and for us. Education, health and housing are the greatest needs, and they are within our capability to provide through existing programs and existing local agencies. Coordination and planning are needed, and cooperation between all those in positions of responsibility, if welfare rolls are to be reduced in the future.

Bernard F. Hillenbrand, editor of *American County Government*, wrote in the February, 1967 edition of that publication of the association of counties, that, in effect, "the Office of Economic Opportunity has established its own system of local government." This is largely competitive rather than supplementary of local effort.

"Why, for example, should OEO establish its own administrative structure at the local level when we already have an existing and workable system supported by the majority of local citizens? The support and involvement of these same citizens is also a prerequisite to any kind of successful program on a sustainable basis." Mr. Hillenbrand's comments could be applied directly to the problems we have seen in our own district.

With so much to be done, and limited resources available, it becomes increasingly important that all efforts be directed toward proper achievable goals. Programs must be adequately supervised and evaluated at the local level on the basis of accomplishment. Wasteful spending of tax funds for improper purposes must be stopped.

Accomplishments to date simply do not equal expenditures. If the "war on poverty" is to meet any degree of lasting success, it must be re-oriented and brought under sound management control.

Chairman PERKINS. We have with us this morning Mrs. Grace Olivarez, secretary-treasurer, board of directors of the National Association for Community Development. Come around Mrs. Olivarez. Identify yourself for the record and proceed in any manner you wish.

STATEMENT OF MRS. GRACE OLIVAREZ, CONSULTANT, ON BEHALF OF THE NATIONAL ASSOCIATION FOR COMMUNITY DEVELOPMENT, ACCOMPANIED BY ALLAN MALEY, JR., MEMBER, BOARD OF DIRECTORS, NACD, AND EXECUTIVE DIRECTOR OF THE DALLAS COUNTY COMMUNITY ACTION COMMITTEE, DALLAS, TEX.

Mrs. OLIVAREZ. I am Mrs. Grace Olivarez. My home is in Phoenix, Ariz., and I am a consultant in Community development work. I appear here today as a representative of the National Association for Community Development of which I am secretary-treasurer. I am accompanied by Allan Maley, Jr., a member of the board of directors of NACD and also executive director of the Dallas County Community Action Committee, Inc., Dallas, Tex.

NACD is a private, nonprofit organization with offices in Washington, D.C. It was incorporated in March 1965 for the purpose of

stimulating and assisting the national effort to provide all citizens with the opportunities necessary for them to realize their full human and economic potential through education, job training, neighborhood organization, agricultural and business development, and programs of special social services.

NACD also aims to:

(a) Promote professional competence and growth in the administration of state and local community development projects;

(b) Stimulate interest and research in the development of human resources among charitable and educational institutions in the community and among the widest possible segment of the American population;

(c) Enhance the relationships among National, State and local agencies whose purposes are to promote and assist the development of human resources.

We do not appear here today in support of any bill now before the Congress amending or repealing the Economic Opportunity Act of 1964 that is now before the Congress.

We do appear to ask you to provide the local communities of the Nation with the necessary tools for them to effectively combat poverty.

Our organization recently held seven regional meetings across the country attended by over 1,000 representatives of local communities who are active in community action work.

One of the results of these meetings is a broad consensus on the legislation needed to more effectively implement antipoverty programs at the local level.

We are pleased to note that there seems to be a general consensus in Congress and in our Nation that the war on poverty must be continued.

Our organization and our members maintain very strongly that the war on poverty must and will be won at the community level.

One of the major points of disagreement seems to be the issue of whether the Office of Economic Opportunity should be continued and strengthened or whether antipoverty programs should be conducted through the diffused efforts of a number of agencies with no strong coordination at the Federal level.

We strongly urge the continuation of the Office of Economic Opportunity as the agency to effectively conduct the Federal programs to eliminate poverty. To date we don't feel that anyone has provided convincing evidence that any other agency or combination of agencies could successfully assume the responsibilities and duties of OEO.

Just as we need OEO at the Federal level we also need an agency at the local community level to plan, coordinate, and implement programs. The Community Action Agency fills this role.

The Community Action Agency has many unique attributes and one of them is the involvement of program participants in the development and operation of programs. We believe this involvement to be a necessary ingredient in helping our disadvantaged citizens to solve their own problems. Another strength of the Community Action Agency is its capacity to involve and mobilize all of the resources of our communities. We believe that the poor working in unison with the total community, including all of the public and private elements, is the ideal system for action at the local level.

If our local communities are to have the proper tools to solve their own problems we must not restrict their flexibility. In this light we believe that neither Congress nor the Office of Economic Opportunity should set all of the priorities for the programs which communities may operate at their level.

If we really believe in local community action and in a broad, flexible, innovative approach to combat poverty, earmarking of funds at the national or regional level should be held to a minimum.

Equitable distribution of funds among urban and rural, large and small cities, and among geographic areas must be achieved.

We must return to a 90/10 funding ratio with a provision for the pooling of non-Federal share among the several titles of the legislation. Any increase in local share places the greatest burden on our poorest communities who have the least local resources but need the programs the most.

Permanent jobs with salaries about above the poverty level must be provided also.

All levels of government must cooperate in this effort. It is the role of government to stimulate, educate, and provide incentives for people to prepare themselves for jobs in private industry and public agencies both.

In this context the legislation should provide for unified comprehensive training for work programs.

The most logical means of marshalling public and private resources at the local level and providing for the involvement of program participants is through community action agencies. Therefore legislation should make clear the intention of Congress for the CAA's to coordinate training for work programs at the local level.

While there have been recent efforts to develop comprehensive coordinated training for work programs, especially for urban areas, much more needs to be done in the field of research and demonstration programs, training and technical assistance.

Since we have not scratched the surface in rural training for work programs, it is especially necessary to have new resources available to our rural communities.

If we are to protect our investment in all antipoverty programs and allow our communities to develop more than stopgap projects it is imperative that Congress provide an authorization period of more than 1 year's duration.

If Congress is really serious about conducting a war on poverty it must reassess the financial resources that are being made available. The Council of Economic Advisers has estimated that it will take \$17 to \$20 billion per year over the next 10 years to reach our goal of eliminating poverty. We feel it our obligation to call on this Nation to face up to this deed.

We invite you to join us in our commitment to reach solutions to the problems of poverty in the midst of our affluent Nation.

Chairman PERKINS. Let me compliment you on your statement and say that I agree that we should have a longer authorization to give the program some stability, certainly more than 1 year.

I hope we will be able to achieve that goal. I certainly agree with you that we have only scratched the surface in the rural training for work programs. Would you care to elaborate on that just a little, why you made that statement?

Mrs. OLIVAREZ. May I turn this over to Mr. Maley since he is the one conducting the program right now?

Chairman PERKINS. Yes.

Mr. MALEY. A great deal of emphasis has been placed on job training in urban areas such as our concentrated employment program. Frankly it is much more difficult in the rural areas because I do not think anyone has really coped with this problem of what do you train people to do.

What jobs are available there or if they are trained for other jobs where are they going then and so on.

Mrs. OLIVAREZ. May I add something to that, sir?

Chairman PERKINS. Yes.

Mrs. OLIVAREZ. As you know there are two different schools of thought on what to do with our rural population. Those who say let us get them out of rural areas and into major communities and those who say we have to keep them where they are because they are cluttering up our urban centers.

Personally I think they must stay where they are. We have to try to make their lives as comfortable as possible where they are. In this context I do not think we have done any really gutsy feasibility tests and studies on what kind of industry can be brought into the rural area to keep those who want to stay there.

This business of imposing our philosophy on them is utterly ridiculous. As a Mexican-American I know some people whose culture is very definitely rural. For me to come in and tell them "You have to get out and move to the city" would create problems on top of problems.

For those who want to stay there we must have some meaningful and realistic work training programs.

Chairman PERKINS. In the first place, we have been bypassed all through the years by all the government spending such as defense contracts, we don't have the universities in our areas and those that are getting any of the research contracts, defense contracts, and all the defense spending has bypassed these areas.

The principal rural areas are in Appalachia. That has been causing us to run a little farther behind all the way along instead of keeping up. Then to be bypassed with programs of this type is just putting us so far behind sometimes I just wonder if we will ever catch up.

That is the reason I want to see an effective rural program. But we have to do something about rural housing. I am confident that we will make progress. We are making progress with some of the programs in the present legislation, some of the programs have meant so much to the rural areas. I am hopeful that we can improve them and make more progress.

Mr. Hawkins. Do you have any questions?

Mr. HAWKINS. Thank you, Mr. Chairman.

First I would like to also join in welcoming Mrs. Olivarez before the committee. I have known her for a long time and I know of the very excellent work which she has been doing in the southwest community and in California as well.

Certainly it is a pleasure to have her before this committee. I have just several questions, Mrs. Olivarez. I note that you indicate or make a disclaimer before the committee that the organization is in support of or in opposition to any particular bill.

Does this indicate a lack of support for the present efforts to amend the programs and as contained in H.R. 8311 or does it also indicate perhaps an indifference or a lack of knowledge of H.R. 10682, the so-called opportunity crusade that several members of this committee have introduced?

Has the organization, in other words, had the opportunity to specifically direct its attention to any of the pending bills?

Mrs. OLIVAREZ. Yes, we have. Mr. Maley is on our legislative committee of NACD. Perhaps he can elaborate on this. I think we are here testifying, our testimony reflects the opinions of our membership throughout the country.

Mr. HAWKINS. You have in the statement indicated support of certain concepts. My question goes to the heart of the matter: that is, whether or not one of the other bills actually incorporates these concepts and which one does the best to this extent?

Mr. MALEY. Congressman, as we in the legislative committee have reviewed the proposed legislation, No. 1, we are very pleased to see that both parties propose to continue the war on poverty.

There are some features of each that might appear to be desirable. So we felt that it was best to address ourselves simply to matters that we thought should be embodied in the legislation that is finally adopted, whoever's bill is adopted, rather than to try to tell you that you ought to adopt this bill or that bill.

Mr. HAWKINS. There is a distinction, however, and I hope you will not be misled by this particular bill, that it indicates a great support and continuation of the war on poverty in the Congress. Nor do I hope that you will be misled by the title of some of these bills.

Directing ourselves then to the concepts, do I understand that you strongly support the coordinated approach and oppose any further effort to return the various programs to existing agencies in sections?

Mrs. OLIVAREZ. Very definitely we do. We are very much in favor of the coordinated approach as we have seen it in the last 2 or 3 years.

Mr. HAWKINS. Have you had any opportunity to actually review the bill H.R. 1068 as to whether or not this bill retains that coordination or whether it would under any other name achieve that coordination which is now recognized and indorsed in the current program?

Mrs. OLIVAREZ. I frankly state I can't see how we can have any kind of coordination by spinning off or dismantling OEO and placing these programs in other agencies.

If I may be very blunt, even with the Department of Labor, BES won't talk to BAT. They can't get together on the time of the day, how can they possibly coordinate any programs at the Federal or regional level?

That is just one of the departments. Have you questioned the cabinet members as to their ability to be able to absorb some of the additional administrative duties? Three, has anybody studied the cost of dismantling OEO?

Then I would ask the very basic question, what happens to our investment? What happens to all the money we have poured into establishing OEO? Don't forget that it is still under the executive office. So if they don't have the club what makes you think that a diffused program is going to have any club and who is going to do the coordination?

Everybody will want a piece of the action and they will want to run away with it.

Mr. HAWKINS. I see you advocate the concept of involvement at the community level of persons who are directly affected by the programs dealing with the poor.

With that in mind do you feel that to spin off the programs to established agencies would jeopardize that concept of involvement of people at the community level?

Mrs. OLIVAREZ. Yes; I feel that it would jeopardize it because the concept of the involvement of the poor was more or less brought into effect by OEO. If the established agencies were really concerned about the poor there is nothing that says they could not have involvement of the poor all along.

No. 2, it would eliminate that healthy competition which comes from having somebody else doing the involvement of the poor. As it is now I think you will note that more and more agencies are beginning to look at their boards and the composition of their boards and trying to bring in poor people. If nothing else it is a tokenism but it is a beginning.

I don't believe the old-established agencies can deal with the poor on the board level because in that instance their arguments are very basic.

Mr. HAWKINS. You have also indicated support—great support for unified comprehensive training for work programs. Would you say that this possibility might be diminished if programs were to be disbanded and we spin off various programs to established agencies?

Mrs. OLIVAREZ. If we don't have a community action agency at the local level, as if I may use the term, advisedly, as a threat or a watchdog to see that the poor are being served adequately, and we give the training programs to the established agencies, I really don't see how the poor will be involved in any meaningful way unless the Community Action agency is on top either as the coordinator or as a funnel for the money where they can really watch the program to see that the people for whom the program is intended are being served.

I really don't see the old-established agencies changing their tactics.

Mr. HAWKINS. I assume from your answer that you believe strongly in the community action concept and believe that this should be strengthened and also I get the impression that you believe that it might be jeopardized if we were to spin off the various programs to other agencies.

Mrs. OLIVAREZ. I don't think that the programs are old enough so that they can spin them off. We have not really been able to prove that this program is more successful than the other. To spin them off now, they will get lost in a maze. I believe eventually spin off 8 years from now is possible but I don't believe we are ready to spin off any programs right now because they are not old enough to find out if they are successful or not.

Mr. HAWKINS. I also assume from your statement that you believe the present funding of the programs is inadequate and that eventually a larger amount should be appropriated for the program.

Mrs. OLIVAREZ. Yes. I go back to the recommendations of the President's Council of Economic Advisers has repeatedly made that according to their estimate we need something like \$17 to \$20 billion per year for the next 10 years. When we talk about piddly sums I don't blame the poor for questioning the sincerity of the programs.

Mr. HAWKINS. Do you believe this money should come from both private as well as public sources and, if so, should the amount that you are talking about include a much larger appropriation from the Federal Government as well as what private industry or other sources might contribute?

Mrs. OLIVAREZ. You know, the door has always been open for private industry to get involved. I think Mr. Shriver has consistently invited private industry to be involved. So far we have seen them involved in the Job Corps program. On the other hand I would like to see private industry stay as a profitmaking organization.

I think this is what it was intended to be. At that point I think the Federal Government is going to have to come up with some incentive so that private industry can get involved without really jeopardizing what they were established to do.

Let me elaborate a bit on that. Private industry has a social conscience to a degree but to ask a private enterprise to take a hundred hard-core unemployed simply for the sake of having a social conscience I think is a little bit ridiculous.

However, the Government could easily come out with some interesting incentive too, so that private industry could afford to have a social conscience and place people in a training program that they will eventually put these people on the payroll.

As far as money from private industry, I think we could definitely use more. My question would be where is private industry in the poverty program?

Mr. HAWKINS. I assume what you say is that we should encourage private industry to participate and should even offer incentives for them to do so, but that we should not rely on private industry necessarily to solve the problem.

Mrs. OLIVAREZ. No, sir, because the Federal Government is the largest employer in this Nation and they have the worst record of hiring the poor.

Thank you.

Chairman PERKINS. Mr. Dellenback.

Mr. DELLENBACK. Thank you, Mr. Chairman.

I appreciate the chance to hear your testimony. I appreciate your being here today, Mrs. Olivarez, and also Mr. Maley.

Mr. MALEY. Thank you.

Mr. DELLENBACK. I realize that involved in Mr. Hawkins' questions is the risk that you will be of the opinion that we are primarily involved in tugging between H.R. 8311 and H.R. 10682.

So far as I am concerned this is not the case. I am interested in the concepts that are involved in these two bills. But I am interested primarily in what it is that your experience has given you as background, and as comment to make to us, as to what we can best do to push this poverty war forward.

If I read your statement correctly and if I listened to you correctly, Mrs. Olivarez, there are certain principles that you have indicated you favor.

You favor the continuation of CAP and CAA and you favor a reduced earmarking of funds on the Federal level and you favor what

you deem a more equitable distribution of funds as between urban and rural programs.

Mrs. OLIVAREZ. That is right.

Mr. DELLENBACK. By that I assume you indicate that your feeling is that the distribution so far has been slanted heavily in favor of the urban as opposed to the rural?

Mrs. OLIVAREZ. That is right.

Mr. DELLENBACK. And that we need additional funds for rural?

Mrs. OLIVAREZ. Not only that, in favor of turning from the East in favor of the West.

Mr. DELLENBACK. As a Westerner I join you in sympathetic reaction to this comment. You also favor return to the 90/10 funding. These are principles that you have gone on record as favoring. You also talk in terms of favoring the coordinated approach.

Will you tell us a bit more what you mean by that in your own experience? What does coordinated approach mean to you and what should we be doing in this area?

Mr. MALEY. There is a big difference between coordination and monopoly. There is one thing that the CAP agency has been able to coordinate without monopolizing working with the poor. I am in coordination at the local level, for example, where anyone who wants to have any information or perform any services for the poor can go to the CAP agency because the CAP agency is run according to the Economic Opportunity Act; has on its board, either on the board or its advisory council, all the agencies that are directly or indirectly concerned with the poor.

So that if there is a person who needs birth control information and comes to a CAP agency, we have somebody on planned parenthood on that board that we can rely on.

Mr. DELLENBACK. So the coordination of which you speak is the coordination on the local level?

Mr. MALEY. And at the Federal level, too.

Mr. DELLENBACK. I was taking one step at a time because I think this is an important distinction.

So far as the coordination on the local level is concerned you think this is highly desirable?

Mr. MALEY. Coordination, not operation of the program. Coordination of the program.

Mr. DELLENBACK. With a lot of local control?

Mr. MALEY. Very definitely.

Mr. DELLENBACK. Do you approve of the involvement of the poor themselves in this decisionmaking process?

Mr. MALEY. By all means.

Mr. DELLENBACK. You are of course aware that this is an amendment that was proposed by my colleague from Minnesota that was not part of the original program but was pushed ahead in the last session, I think one of the most successful parts, one of the most important parts of the program.

So this coordination which involves maximum flexibility on the local level, which involves the poor being involved in the decision-making process and which embraces a great many of the local agencies

this is what you favor on the local level so far as coordination is concerned?

Mr. MALEY. That is right.

Mr. DELLENBACK. Have you read H.R. 8311 and H.R. 10682?

Mr. MALEY. I don't know that I have read H.R. 8311 as carefully as I have read the other one.

Mr. DELLENBACK. You have read H.R. 10682?

Mr. MALEY. Yes.

Mr. DELLENBACK. You are of course aware that all this type of coordination would be continued under the H.R. 10682 concept? None of this is destroyed at all?

Mr. MALEY. In what way? Maybe I did not read it right.

Mr. DELLENBACK. The community action program concept of the coordination of the type you are talking about is not interfered with at all in the programs as advanced under H.R. 10682. The community action program, community action agencies, these are if anything strengthened.

They go forward in at least as good condition as they are at the present time under H.R. 10682's proposals.

Mr. MALEY. May I comment on this?

Mr. DELLENBACK. Yes, please.

Mr. MALEY. It is one thing to say that a community action agency will continue within the Department of Health, Education, and Welfare but speaking from my experience at the local level it is quite another thing I think to make it work if you do that.

Mr. DELLENBACK. At the moment we are not talking about coordination at the Federal level. I am talking about coordination at the local level.

Mr. MALEY. So am I.

Mr. DELLENBACK. You are indicating whether OEO or whether HEW is involved at the Federal level somehow this would interfere with the coordination at the local level?

Mr. MALEY. If I understand the bill—and I have read it—it says that the community action agencies would become a part of the Department of Health, Education, and Welfare.

Now we are in one position of being under the administrative branch and an independent group answering directly to the board of directors at the local level now.

I think it would be quite another thing if we were a member of or employees of a Federal agency trying to get other Federal agencies to coordinate with us.

Mr. DELLENBACK. I think that this is a misconception of H.R. 10682 on which we all ought to be disabused. This does not embrace the change that I think you fear that would involve people on the local level becoming Federal employees if, in fact, they are not Federal employees at the present time.

There are other people who are obviously Federal employees. There are people like Mrs. Olivarez who are involved in the national council and have been acting as State directors and who have been OEO people.

But so far as a change in employment of people on the local level, this is not contemplated under H.R. 10682 if it is not already the situation under H.R. 8311.

This would be a difference in the coordination. There would be a difference in the Federal agency or agencies involved and I was striving initially to keep our reference to the local agencies.

Mr. MALEY. My point is that the difference at the Federal level I think would have a direct bearing on our ability to be able to coordinate at the local level.

That is my point.

Mr. DELLENBACK. Will you please amplify that because I think this would be an important thing and I would be interested in your opinion on pinning it down for me.

Mr. MALEY. Congress established the OEO as an agency to develop and coordinate programs. That is its purpose. Within that framework, I think we have been able to do a fairly good job of coordination at the local level.

If you do away with the agency that was devised to fulfill a coordinating role, you weaken the ability to coordinate at the local level.

Why would Labor be anxious to let their folks, regardless of what our relationship is—so far as we are concerned we are HEW people—coordinate their programs any more than HEW folks would like to have Labor people coordinating their programs.

Mr. DELLENBACK. Under H.R. 10682 which programs are you of the opinion would be under Labor which are not already tied to Labor? Since you have read this, Mr. Maley, tell me which of the programs that are now under community action would suddenly become part of the Department of Labor?

Mrs. OLIVAREZ. May I just inject there are some programs which have been spun off to the Department of Labor but the coordination is still being done by the community action agency at the local level.

They have not been spun off by another statute.

Mr. DELLENBACK. Tell us which programs under H.R. 10682 you think would go over to the Department of Labor.

Mr. MALEY. Primarily the same ones that have now been delegated to the Department of Labor by OEO.

Mr. DELLENBACK. That consists of what?

Mrs. OLIVAREZ. The work programs.

Mr. DELLENBACK. Out of school, NYC?

Mr. OLIVAREZ. Out of school, in school, new careers.

Mr. DELLENBACK. You see here again there is a misconception—and if you look at the programs for out of school Neighborhood Youth Corps, I think you will find that you are still talking about a single agency. There are all sorts of misconceptions that are involved in what people say or think about H.R. 10682.

I don't seek to gloss over anything that is there but I think it is important that you not set up strawmen and attempt to knock them down.

The out-of-school Neighborhood Youth Corps program would go to the Department of Labor under provisions of H.R. 10682. This is essential a work training program. We feel this soundly is a program that the Labor Department can best handle.

It is a training for job on the job, out of school.

The rural loan program which is at present being administered by the Department of Agriculture would be part of the province of the Department of Agriculture.

Except for these changes, the programs at present involved in CAP would remain in a single agency grouping, but they would be transferred to HEW.

We are switching from the local coordination alone to a combination of Federal and local coordination. I think it is important to move on to the question of the Federal involvement because this is then at the heart of the question. Again I would not confuse local coordination with coordination between local and Federal.

So I am again at a loss from what you have told me so far to see where the coordination in your opinion would be less. Thinking of H.R. 10682, one pushes to really understand what is fact and what is fancy in your concern.

Mr. MALEY. Nor was our purpose too in coming here to attack H.R. 10682 as we tried to make clear in Mrs. Olivarez' original statement.

Mr. DELLENBACK. I read at the top of page 2 she did not do that, but at the bottom of the statement she was speaking in favor of H.R. 10682.

Mr. MALEY. We don't care what the number of the bill is. We are for the concepts.

Mr. DELLENBACK. Nor do you care what Federal agencies are involved?

Mr. MALEY. Yes, we do.

Mr. DELLENBACK. Tell me why?

Mr. MALEY. I do not want in effect to argue with you about what it would do at the local level but what established agency now delivers programs through a local board of directors at the community level other than OEO?

Mr. DELLENBACK. Community action programs?

Mr. MALEY. I say what other agencies other than OEO? Not community action. Any kind of programs. What established agency has boards at the local level that involve the total community including the people to be served?

Mr. DELLENBACK. I think, unfortunately, if you will, some of the other Federal bureaus, such as HUD and the like, are talking about setting up what may eventually be duplicating agencies of this nature.

I think this has drawbacks too. I think by the time we get a proliferation of local agencies such as those concerned with housing, welfare and the like, each setting up its local board, I think we may have the typical Federal overlapping.

But essentially the key issue in this bill is this particular one.

Chairman PERKINS. We will operate under the 10-minute rule today.

Mr. DELLENBACK. May I just ask one more question because I want to be sure if my understanding so far as Mrs. Olivarez is correct?

Chairman PERKINS. Go ahead.

Mr. DELLENBACK. Is it correct, Mrs. Olivarez that you have been the State coordinator for OEO in your State?

Mrs. OLIVAREZ. I was last year.

Mr. DELLENBACK. You were—you are the acting State director for OEO?

Mrs. OLIVAREZ. I was last year. I was a full-fledged State director.

Mr. DELLENBACK. Those are two different positions to a degree. You have been both of those. So you have been deeply involved in OEO?

Mrs. OLIVAREZ. Yes.

Mr. DELLENBACK. Also that you were or are on the National Advisory Council for OEO?

Mrs. OLIVAREZ. I was until the Prouty amendment.

Mr. DELLENBACK. So your background, and this has strengths and weaknesses to it, but your background is deeply involved with OEO.

Mrs. OLIVAREZ. My background has been deep involvement with the poor for the last 18 years.

Mr. DELLENBACK. So far as the Office of Economic Opportunity is concerned you have also been closely working with it?

Mrs. OLIVAREZ. Yes. I have not always but I have worked with it.

Mr. DELLENBACK. Thank you.

Chairman PERKINS. Mr. Quie.

Mr. QUIE. I have no questions.

Chairman PERKINS. Mr. Steiger, do you have any questions?

Mr. STEIGER. No questions, Mr. Chairman.

Chairman PERKINS. Thank you very much for your appearance this morning. We appreciate your coming.

Mrs. OLIVAREZ. Thank you.

Chairman PERKINS. Our next witness is Mr. D. M. McElroy, president, Board of Director, Lubbock Community Action Committee, Lubbock, Tex.

I notice, Mr. McElroy that you have several other people here. I think Congressman Mahon, the distinguished chairman of the Committee on Appropriations, would have liked to be here but he is at this time at a meeting so it is impossible for him to be here.

So we are delighted to welcome you here. I will act in his stead in welcoming you here. Likewise on this panel we have Mr. Donald Flanders, secretary-treasurer of the Economic Opportunity Commission of Fond du Lac, Wis. Ben Day, president of the Board of Directors of Jackson County Community Action Council, Inc., Medford, Oreg.; Mrs. Annie Lee Small, director, Action, Inc., Athens, Ga., and from my home State, home district, Mr. Jim Templeton, director, Northeast Community Action Committee, Olive Hill, Ky.

I understand this is a panel of perhaps experts on rural poverty. I am delighted to welcome all of you here. Come around and get your seats at the table. I think for the convenience of the committee and in order to conserve time today that Mr. Day is going to serve as the chairman of the panel.

All of you may make your prepared statement before we interrogate each of you. Then we can address questions to any of you we prefer. We will hear from you first, Mr. McElroy, since I introduced you first and then Mr. Day may take charge of the panel.

When we come to Mr. Day the speaker—

Mr. HAWKINS. I think Mr. Quie and Mr. Goodell have reserved witnesses. May I ask when are these reserved witnesses going to appear or whether or not they intend to take advantage of these hearings to present their witnesses?

Mr. QUIE. We have six already.

Chairman PERKINS. Go ahead, Mr. McElroy.

STATEMENTS OF A PANEL COMPOSED OF D. M. McELROY, PRESIDENT, BOARD OF DIRECTORS, LUBBOCK COMMUNITY ACTION COMMITTEE, LUBBOCK, TEX.; DONALD FLANDERS, SECRETARY-TREASURER, FOND DU LAC AREA ECONOMIC OPPORTUNITY COMMISSION, INC., FOND DU LAC, WIS.; BEN DAY, ESQ., PRESIDENT, BOARD OF DIRECTORS, JACKSON COUNTY COMMUNITY COUNCIL, INC., MEDFORD, OREG.; MRS. ANNIE LEE SMALL, DIRECTOR, ACTION, INC., ATHENS, GA.; AND JIM TEMPLETON, DIRECTOR, NORTHEAST COMMUNITY ACTION COMMITTEE, OLIVE HILL, KY.

Mr. McELROY. Thank you, Mr. Chairman, for those kind words from Mr. Mahon. I have a little alliance in that I am married to a Kentucky girl. I am director of the vocational technical college and president of the Community Action Board of Lubbock County, Tex.

You already have volumes of statistics and analysis that are evidence of the effectiveness of the various programs operated under the aegis of the Office of Economic Opportunity.

I do not know whether Lubbock, Tex., has been part of those statistics or not. If not I would like to say that we also are evidenced of the effectiveness of these programs.

The implementation of the Economic Opportunity Act of 1964 has been termed "the war on poverty." It was never intended from the outset that this would be of short duration.

We all know that it will take a long time. It is a strange type of war in that the enemy is elusive. Our weapons, which are dollars and qualified personnel, are limited.

We do not have academies such as the Naval Academy, Air Force Academy, West Point, or war colleges that we can send our people to to find the experience and techniques of war or conflicts such as we are engaged in in the war on poverty.

Our school has been trial and error, and experience, and from this school there has emerged knowledgeable leadership that is now furnishing expertise in treating these problems.

There has been criticism of this program but I believe I will submit that this criticism has been actually of programs that are not related to the war on poverty.

The enterprising American is opposed to professional beneficiary of wealth in programs. Yet the fellow who rides the employment rolls is charged to the war on poverty, in the provision of the Economic Opportunity Act.

This is something that we and our own communities have to combat and inform the people. Nevertheless this criticism has existed. True, there has been criticism that has been active. But as the distinguished gentleman from Florida, Congressman Rogers, spoke a few minutes ago, corrective actions have been taken in these cases.

The very things for which the OEO has been criticized represent circumstances that the war on poverty and the program through the community action agencies would eliminate or greatly reduce by motivating our people to improve themselves to where they will not be perpetual beneficiaries of various welfare programs.

I would be disappointed to see any phase of the OEO programs reduced, curtailed, or channeled off to another existing agency. OEO

has been through the trials. It has become pretty rich in experience and actually we are all striving for the same thing regardless of what piece of legislation we support or what method we choose to approach the problem. That is the elimination of poverty.

But an agency with 3 years' experience and the benefit of its trials and errors that it has already had seems to me should be more efficient in this area than another agency given a new assignment.

One thing, I believe, important particularly in this, is the continuation of the OEO because it has become a symbol to the poor of a hope for the future.

I think the elimination of OEO would be demoralizing to the personnel that we have employed in our CAP agencies; having the lines of communication already established, new ones would have to be developed with other agencies.

I would like to see the OEO continued as it is and I would like to see the Congress be a little more expedient in the appropriation for this program. Too frequently the appropriations are passed so that late in the year that the program should have been started 3 or 4 months beforehand.

This has been particularly true in Headstart programs. Sometimes the year is half over before we know what funds are available.

Now there might be some circumstances where a change from OEO might be palatable to some but I think it will be disappointing to those whom the original OEO Act of 1964 was designed to benefit. Mr. Chairman, that is the extent of the remarks that I have to make.

Chairman PERKINS. Thank you very much, Mr. McElroy. I am going to call on Mr. Dellenback at this time to introduce Mr. Day.

Mr. DELLENBACK. Thank you, Mr. Chairman. I am delighted to say for the record that Mr. Ben Day is from my home State, the city of Medford, Oreg. He is a man whom I have had contact with for a great many years as we practiced law together and against each other on occasion.

We look upon Mr. Day as one of the leading citizens of this community. He is a former State senator from the county in which we both live. He is a very respected member of the bar.

He has done a great deal in connection with community action work in our area. I feel that the community owes him a great deal for what he has done in this regard. He is a very competent man and we are delighted to have him with us today. Ben, welcome.

Mr. DAY. Thank you very much, Mr. Chairman. Did I hear you correctly you want me to introduce the other members of the panel to give their statement?

Chairman PERKINS. Except Mr. Steiger will introduce Mr. Donald Flanders. I will introduce Mr. Jim Templeton, myself.

Mr. DELLENBACK. We have pretty well cut your role down.

Mr. DAY. Would you like me to give my presentation?

Chairman PERKINS. Yes.

Mr. DAY. Mr. Chairman and members of the House Committee on Education and Labor, my name is Ben Day. I practice law in Medford, Oreg.—

Chairman PERKINS. What I intended awhile ago would be to address questions to you as chairman of the panel and then if any other members wanted to answer you could so indicate.

Mr. DAY. My address, business address, is 1005 East Main Street, Medford, Oreg. I am going to lay aside some of my prepared statement because I think some of the—some of it has been said.

Chairman PERKINS. Without objection your prepared statement will be inserted in the record.

(The statement referred to follows:)

STATEMENT OF MR. BEN DAY, LAWYER, MEDFORD, OREG.

Mr. Chairman, members of the House Education and Labor Committee, my name is Ben Day, I practice law in Medford, Oregon, my business address is Day and Courtright, 1005 East Main Street, Medford, Oregon.

Because of what I will say and attitudes which I will express, I think it will be helpful if I first tell you something of myself and my background. I am a Republican, I spent three sessions in the Oregon Legislature as a Representative and a Senator, undoubtedly I was on the conservative side of the line. My background is agriculture, which was my full time occupation for many years. What understanding I had with poverty came from contact with people who worked for me on the ranch and who were a bit poorer than I was, and from the general concepts gained through newspapers and talk around the Legislature. In any event, I was quite satisfied with my knowledge and understanding of poverty. In the summer of 1965 I became involved in our Jackson County citizen's efforts to participate in the War on Poverty. My first reaction was a feeling of insult to my community, because I really didn't think that we had a poverty problem. This was followed by curiosity and then by realization of the extent of our poverty problem.

For more than a year now I have been Chairman of the Jackson County Community Action Council. For the past two years I have worked a great deal on local poverty problems and with local low-income people. From working with these people and watching the successes or failures of various efforts, I have almost completely revised all of my earlier ideas.

I had to revise them, because the true realities were entirely different than I had always thought.

The problems which this committee faces cannot be properly answered without a much better understanding of the problem than that which has been prevalent in this country in the past. Last Thursday I spent two hours at the meeting of our Study and Review Committee. This Committee is composed entirely of low-income people. Each low-income member of our board is a member. At this meeting, there were also some of our aides, probably about twenty people in all. I asked them to give me their ideas of our programs so that I could present them to you. Here are some of the results:

1. We should be funded for longer periods of time. It is inefficient and wasteful for us to dash into a program for a short period.
2. The established state and federal agencies have not been able to reach people. We do. We reach their minds and gain their cooperation.
3. The local CAP Agency should have more authority.
4. There should be more flexibility within OEO guidelines in order to fit local conditions and needs.
5. Congress and the public are expecting results too quickly. Give us enough time to do a job. Sometimes it would be better not to start, than to start and not finish. It is too disappointing to have it stopped before good results are achieved as promised.
6. People fear that what has been started will revert to established agencies.
7. People say this is the first time they have been asked what their own thoughts and wishes are.
8. We make people want to get off Welfare and to improve their position.
9. We are making the community, as a whole, aware of low-income problems.
10. If only some of these changes are accomplished within my life time, I will feel that my work has been worthwhile.
11. We build peoples confidence in themselves. This is through education, GED, job training and providing opportunities.
12. Women who aren't trained or educated can't pay a baby-sitter and make ends meet, so they give up.
13. Despite our present high unemployment rate of eight per cent we have a shortage of skilled and semi-skilled workers, such as welders and so on. We should make job training available locally.

14. We should develop a program encouraging industry to provide job training programs.

15. Local building trade contractors will agree to hire trained people from a local vocational or training school.

16. We have made the mental outlook on life better for many people. We have more people voting and more people participating in community and local problems.

17. Once we get people started, it is surprising what they can do for themselves. An ADC Mother with a ninth grade education was able to be the acting head teacher for eight weeks in the Ashland Day Care Center and did an excellent job. She replaced a person with a Masters Degree.

18. By example and encouragement we make people realize "if she can do it, I can".

19. I worked with a Mother who was not physically able to work. She was withdrawn and sat within the four walls of her home and never went out. Sometimes she wouldn't even dress all day. She is now a vital active Mother, taking good care of her family and interested in the community. It took three months to just get her out of the house, and the program was only a four months program.

20. I am a good example. I was fat and forty plus, rejected by my husband and rapidly withdrawing from life. I was encouraged to participate, I now have my GED Certificate, a job at the public library, have been elected a member of this board, have filed my own divorce action and feel that I'm really going places.

In speaking of how people who have given up are restarting, this comment was made and enthusiastically approved by everybody:

21. You have to get the person into a group involvement before the miracle starts.

22. There are many we haven't reached, many who are still not committed. We are beginning to reach more and more.

23. Senior citizens need to get away from their homes and mix with other people. Many haven't been able to do this because of lack of transportation. We have arranged car pools to get the aged people out to events.

24. The established agencies are beginning to change their attitudes towards the poor. Some are doing well, but some are strongly resisting change.

25. We need a good deal more cooperation from agencies and between agencies.

26. We are the catalyst that makes it all jell.

27. We need time. A person won't respond without hope. You have to instill belief and hope, create an involvement of the person in affairs outside of the home, provide an opportunity for training or work, and this whole process takes time.

The people who made these remarks were all low-income people. Many of them were on welfare. Some of them still are, but see their way to becoming free. Many of them freely said, "use me as an example". They themselves have been helped, they see and understand how they can help others and they are doing it.

Our local program at the present time is placing strong emphasis on community organizations and community centers. From these, many other organizations are being formed and are active. The ADC Mothers Group is a good example. They understand the things that are necessary to get people moving again. One of the groups require that each member belong to another organization and attend its meetings and report back on those meetings. Another group sends its members in teams to attend PTA Meetings, School Board Meetings, City Council Meetings, County Court Meetings and other functions of a public or semi-public nature. They are teaching themselves, and others, that it is possible for them to have an influence in their own community, to be an active participant in local affairs, to gain confidence in themselves, to believe they can successfully train for and hold jobs.

I know the time is limited but I want you to know that our Community Action Program in Jackson County, Oregon, is a success. We are making noticeable progress in a very difficult task. We are changing people's habits and attitudes, and giving them confidence and hope. We are changing the age old concepts held by the public generally regarding poverty and the people caught in it. We are seeing some change and improvement in the long established attitudes and practices of government agencies. I have some recommendations to make, which I will do categorically and I will be very glad to enlarge upon it, if you wish.

1. You should provide for participation by low-income people in the planning, development and operation of projects being conducted by existing old line agencies. This will accomplish three purposes. First, it will provide encouragement,

willingness to participate and the necessary self-confidence in the low-income people, second, it is an opportunity for administrators and other people to listen and begin to understand the real nature of the problems that they are trying to help solve. Third, if we listen carefully to such people, we will avoid the waste of much government money and fruitless efforts.

2. I would recommend that somehow you provide for longer range financing of Community Action Programs. The nature of the problem is such that we will not get the results that we want by short programs. For the most success, we must be assured of a continuity of action and adequate follow through. This is not a short range, hit-or-miss program and it should be financed for what it is, a long range effort to change a situation which has developed over many years.

3. I oppose the suggestion that OEO Authorities be spun off and given to other governmental agencies. We are designed to work with OEO and it is designed to work with us. The willingness of other long established government agencies to work closely with a CAP group is quite uncertain. Some will and some won't. And believe me when some won't, it is close to impossible to make any headway. Our innovations and new approaches many times run counter to the long established concepts of existing agencies. The old established agencies try to work on the problems on a piecemeal basis. One is concerned with health, one is concerned with education, one is concerned with job training, one is concerned with employment. In contrast, we are in a position to, and do, try to work on an individual's entire environment as well as a particular problem.

I recommend that you give Community Action Agencies more power to compel cooperation from other agencies in the development of their program.

4. I would like to see more flexibility in the OEO guidelines. By this I mean priority as to types of programs should not be established for an entire region and programs should be judged on their individual productive merits.

In conclusion, should any of you become discouraged or doubtful about the ultimate value of rural CAP Programs, I invite you to visit us in Southern Oregon and talk to our many people who have been so helped. Please always remember that these people, 20% of our population, who we are trying to help, represent one of the greatest potential resources that our Nation has.

Thank you.

Mr. DAY. Because of what I will say and attitudes which I will express, I think it will be helpful if I first tell you something of myself and my background. I am a Republican, I spent three sessions in the Oregon Legislature and as a representative and a senator, undoubtedly I was on the conservative side of the line.

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We are changing people's habits and attitudes and giving them confidence and hope. We are changing the age old concepts held by the public generally regarding poverty and the people caught by it. We are seeing some change and improvement in the long established attitudes and practices of government agencies. I have some recommendations to make which I will do categorically and I will be very glad to enlarge upon it, if you wish.

1. You should provide for participation by low-income people in the planning, development and operation of projects being conducted by existing old line agencies. This will accomplish three purposes. First it will provide encouragement, willingness to participate and the necessary self-confidence in the low income people, second it is an opportunity for administrators and other people to listen and begin to understand the real nature of the problems that they are trying to help solve.

Third if we listen carefully to such people, we will avoid the waste of much government money and fruitless efforts.

2. I would recommend that somehow you provide for longer range financing of community action programs. The nature of the problem is such that we will not get the results that we want by short programs. For the most success, we must be assured of a continuity of action and adequate followthrough.

This short range hit or miss program and it should be financed for what it is, a long-range effort to change a situation which has developed over many years.

3. I oppose the suggestion that OEO authorities be spun off and given to other governmental agencies. We are designed to work with OEO and it is designed to work with us. The willingness of other long-established Government agencies to work closely with a CAP group is quite uncertain. Some will and some won't. And believe me when some won't it is close to impossible to make any headway. Our innovations and approaches many times run counter to the long-established concepts of existing agencies. One is concerned with health, one is concerned with education, one is concerned with job training, one is concerned with employment. The old established agencies try to work on the problems on a piecemeal basis

In contrast, we are in a position to, and do, try to work on an individual's entire environment as well as a particular problem.

I recommend that you give community action agencies more power to compel cooperation from other agencies in the development of their program.

4. I would like to see more flexibility in the OEO Guidelines. By this I mean priority as to types of programs should not be established for an entire region and programs should be judged on their individual productive merits. I mean that we should have more leeway in which to develop programs for our own local needs and ideas.

In conclusion, should any of you become discouraged or doubtful about the ultimate value of rural CAP programs I invite you to visit us in southern Oregon and talk to our many people who have been so helped.

Please always remember that these people, 20 percent of our population, who we are trying to help, represent one of the greatest potential resources that our Nation has.

Thank you.

Chairman PERKINS. Thank you, Mr. Day.

Mr. Steiger, do you have any questions?

Mr. STEIGER. Mr. Chairman, thank you very much.

It is a pleasure and a very great privilege to have Donald Flanders of Fond du Lac County, secretary-treasurer of Fond du Lac Area Economic Opportunity Committee, Inc. before this committee. Having worked with Don in a number of capacities, in his role as an officer of the board for the Fond du Lac Committee and in his role as executive secretary for the Fond du Lac County Board, I know that he comes well prepared and well versed to discuss the operations and goals of the Fond du Lac Economic Opportunity Committee.

This is a group with which I have worked very closely in order to better assess how well we are doing. I can say with some pride that the Committee in Fond du Lac County has done an outstanding job. I think this is due to many factors not the least of which is the terrific job done by Mrs. Rosalie Tryon who is the executive director for the committee, and the board that works closely with her. They are dedicated, hardworking, honest, and extremely willing to give up their own time in an effort to motivate and assess the resources of the community to find out what can be done and what is not being done.

Don Flanders is one of those who has worked the longest and hardest at this as a member of the board. I think the committee can benefit from the whole panel because they are talking about the operation of OEO at the local level and I think we can learn more from that than we can from almost any other single group of witnesses.

Don Flanders' testimony I know will be both pertinent and relevant in explaining the role the committee plays in Fond du Lac and his ideas and views of his board as to what should and should not be done as we look ahead.

It is a pleasure to have you here, Don.

**STATEMENT OF DONALD FLANDERS, SECRETARY-TREASURER,
FOND DU LAC AREA ECONOMIC OPPORTUNITY COMMISSION, INC.,
FOND DU LAC, WIS.**

Mr. FLANDERS. I appreciate the great confidence you have in me, Congressman. I wish to express my appreciation to you, Chairman Perkins and the House Education and Labor Committee for the opportunity to take part in this panel. Your interest in the activities of the community action program is heartening to say the least.

I would like to make a matter of record that our agency under the able and thorough leadership of Mrs. Rosalie Tryon has been afire with enthusiasm in being innovative and not yet duplicative. Mrs. Tryon has been called on by the leadership of the Chicago regional office and the State of Wisconsin Office of Economic Opportunity to assist new directors being organized for the best economic uplift of the people to be served.

Our agency has gained the confidence of those needing our services and the services of other old-line agencies to the point where the report is constantly upgrading our services as a result of the elimination of the communication barrier which exists elsewhere.

I would like to tell a little bit about our birthday party which we had for our Community Action Agency in June. We were funded on May 29, 1966, and celebrated our birthday, I think it was on June 13, 1967. At our meeting there were representatives of the "Day Care Mothers," of the "Headstart Mothers," of the "Senior Citizens," who

have now a senior citizens center system throughout Fond du Lac County, also those who have been helped through our office in claiming homestead tax relief.

It was quite impressive to have our mothers from our day care center get up before an assembly of 50 or 60 people and express their deep appreciation for our activities. The older people served by the senior citizens center expressed their renewed enthusiasm for living as a result of our activities.

Others came to extend their appreciation for our personal assistance though our opportunity center, our homestead tax relief activities and many others.

I would also like to extend the appreciation of our board of directors, our committee and staff, and the many people in our day care and senior citizens centers for the personal interest our Congressman William Steiger has shown and the help he has given. Mr. Steiger has participated in the opening of our senior citizens center and has taken time from his busy schedule to make personal inspections of our agency, office, and the day care and Headstart centers and has tried to keep us informed as to the applications that we have filed for funding of various activities.

I would like to file with your committee an outline of our evaluation, the goals, the strong points and the weak points of the CAP program for your consideration.

I feel that the need for extended funding is definite, there is no question about that. We have operated on a 6-month CAP program to start out with. It was very inadequate. We had to go back in and get refinanced and refunded. The time lost in the processing of continual applications has diminished from the activities that our staff can do. I think this is a serious consideration that has to be given. I am upset hearing the rest of the panel members talk about the lack of cooperation in the communities between Federal agencies. We have had stunning success in getting the communication between agencies of the various Federal agencies and State agencies, our local groups.

I can talk about the Lions and the Jaycees and the other clubs, the Optimists who have volunteered their services, their time and their money to make this program a coordinating point for the entire community upgrading of the poverty people in our area.

We were instrumental in the organization of the senior citizen centers in Fond du Lac County. We have at present three centers operating and a fourth one funded. We have already spun off the responsibility of the daily operation of the senior citizens centers to the municipalities who came in and through their foresight took hold of these projects and made them a local community effort through the cooperation of the commission agent.

We have been rather innovative in that we have worked closely with anybody's money that we could get in that we do not just say that everything has to come from the OEO funds. We have worked with the manpower training, the vocational schools in our area trying to place these mothers and people who need the help in a program whereby they can be assisted to the best of our ability.

I can recite to you several instances of individual growth. We have a deputy director at this point who has graduated from the ADC program. She worked as a nonprofessional aid until her graduation

from Marion College in Fond du Lac and is now a valuable member of the staff and has coordinated the activities in our Headstart and day care activities. She has done an outstanding job.

Others I can refer to, nonprofessional aids who have now taken on the enthusiasm of our very enthusiastic director and has aimed for furthering her education. She has six children, wants to become a social worker at this point, and is enrolled presently for the fall term at Marion College to initiate her college education, continue on as a nonprofessional aid part time, to enable her to get enough to pay the babysitters and continue her education toward the point where she wants to contribute to society what this program has done for her.

My concern is that we do not look at the overall focus of the program. Being a person who wears two hats, working for the county level of government, this economic opportunity is a second load, I feel that there has to be some coordination point and whether it is focused in this office as a liaison under the county framework of government should be given some consideration.

I think it is a good area. I still think we can have the poor people involved as a policy background.

My concern is that we do not go off fighting each other as some of these other areas and agencies state they are having trouble in. We have not had this problem. Maybe we are lucky and maybe it is due to the dynamic director that we have. I will be glad to answer any questions that I can. I have a file of information for you.

Chairman PERKINS. I, at this time, will introduce Mrs. Small.

Go ahead, Mrs. Small. I am delighted to welcome you here this morning.

STATEMENT OF ANNIE LEE SMALL, DIRECTOR, ACTION, INC., ATHENS, GA.

Mrs. SMALL. Mr. Chairman, members of the House Committee on Education and Labor, I am Mrs. Annie Lee Small from Athens, Ga., coowner of radio station WYTH, a member of the Morgan County Community Action Committee, a member of the Board of Directors and Executive Committee for Action, Inc., chartered in 1965, in November, which serves as an umbrella organization under which six county Community Action committees operate and work.

The six counties served by Action, Inc., are located in what is popularly and correctly termed the Bible Belt of Georgia. This area represents a total population of something over 70,000 people, rural in nature principally.

The percentage of Negro population per county ranges from 13 to 53 percent. The percentage of all families with incomes less than \$3,000 ranges from 42 to 55 percent per county.

Paradoxically, the potential work force now unemployed is quite small. It has been estimated that from 48 to 60 percent of the total number of housing units in the six county area are substandard and that from 50 to 54 percent of the persons per county who are 25 years of age and older have less than 8 years of education.

While the area I represent is certainly right for the type of opportunities offered through the antipoverty program I would not like to give the impression that ours is a totally depressed or apathetic

area by any means. It does, on the other hand, give one the impression of being a section that is awakening from a long social awareness sleep, revitalized and refreshed and ready to move.

My own Morgan County Community Action Committee was in existence for a number of months before Action was incorporated. Of course, our committee was organized in accordance with OEO guidelines. They comprise of two representative groups of our population including, of course, the one-third membership of those peoples to be served by the antipoverty programs.

I think the work of our own Morgan County Community Action Committee and the board of organization can be expected to speak for the five counties involved in Action, Inc.

Of course, like all others, early in our work we made every attempt to determine the most pressing needs of our economically depressed through investigation, survey, and personal contact. We have evolved over these past months the usual antipoverty programs. Year 'round Headstart, summer Headstart; additionally Operation Future, which is an interesting program which we find is a multiservice family centered program. It is designed to raise the level of family living and community awareness through homemaking and home planning. Because women must take pride in the home before pride in the community comes.

Health education, child development, recreation, this program is 13 weeks old. It is operating in four of our six counties. It is serving over 900 families and there are well over 900 more families yet to be brought actively into this program.

Of course, we have been able to organize the Neighborhood Youth Corps. This summer we have an operation of summer urban orientation projects which has been very interesting in which some of the rural NYC participants have been given the opportunity to work and live in an urban situation and atmosphere, to acquaint them under close supervision with the problems that urban living must ultimately bring.

We have, of course, as I say, summer Headstart. Our Action, Inc., has also cooperated with several special services groups either in an advisory supportive capacity, the Community Council on Aging, Community Adult, High School Education, Women in Community Service. We have worked very cooperatively with VISTA, with the social services department of two colleges, by giving experience to their trainees.

We have worked with them with some success I think. We have additionally worked with partial success with the other agencies in our county, the department of family children services, health department, et cetera. We have received some invaluable advisory services from the University of Georgia.

There are projects in development. Legal services, comprehensive manpower center, day care cooperative, self-help housing.

Is the antipoverty program, within the scope of my own knowledge, working? Well, I think the answer is a qualified yes.

We are reaching a great many people with a great deal of success. Others with only moderate success. The sea of need seems wide and deep.

Have we had problems? Indeed we have. I think the problems that one has as you conceive and build a program from scratch. Partially, our problem stems from the racial makeup of our area. Partially, because we have found in some cases that the regulations under which we have to operate are incompatible and sometimes because there has been some confusion and lack of cooperation between agencies.

This, then, is a comprehensive and condensed view of the anti-poverty program in my own area at this time.

Thank you for the opportunity of making this statement.

Chairman PERKINS. Thank you very much, Mrs. Small.

We are all going to be questioning the panel in a few minutes as to how we can improve the programs, essentially in the rural areas.

It is a pleasure for me at this time to introduce Jim Templeton, director of the Northeast Community Action Committee, Olive Hill, Ky.

I have made the statement on numerous occasions and I have no hesitancy in making it again. He is the most outstanding director that we have in Kentucky. He has displayed much administrative ability and has taken great advantage of the programs for his section.

I am delighted to welcome you here, Jim.

STATEMENT OF JIM TEMPLETON, DIRECTOR, NORTHEAST COMMUNITY ACTION COMMITTEE, OLIVE HILL, KY.

Mr. TEMPLETON. Thank you, Congressman Perkins.

I would like to say this is a pleasure, of course, to have the privilege to appear before this committee.

In behalf of Congressman Perkins may I say that it also is a pleasure for me to have 15 months ago returned after being absent from the area about 30 years to become the executive director for the Northeast Kentucky Area Development Council and, of course, it is a pleasure and I am very happy, of course, that my area is in Congressman Perkins' district, which I might say makes the work a little easier, Congressman. Thank you, sir.

I would like to describe just a little about the area. This is six counties. I would call it a rural area because we have 1,800 square miles to cover with a population of approximately 93,000. So, you can see that we are very scattered. The job is very difficult to get to.

I think, as I have heard others speaking of the cooperation and coordination of other agencies, that surely in this area of ours I can see where there has been a disadvantage possibly to other agencies in giving services back in the remote areas in what we call down there the hollows. This is understandable to me. I think this is why this so-called community action lends very much to particularly the rural America in providing personnel to go into the remote parts to contact and involve the people.

Now, we have been very fortunate, of course, and I feel, too, in the cooperation of many of the Federal agencies and State agencies. But as a director, an executive director, of an OEO funded area, let me say that we have had the cooperation and we have spent a lot of time in talking to and meeting with the various agencies of not only State government but Federal agencies, too.

I feel that we are having tremendous cooperation. We are fortunate also in having a very fine university, one of the State universities in one of the counties that we serve. That is Morgan State University. The cooperation we find from this university, of course, is very gratifying. We are very grateful for the cooperation.

Although we have not been able to move too much into educational programs, I think that we are behind particularly in basic education, that we are now with the help of the university, of course, in the process of developing programs which can conceivably be, of course, funded through the Department of Education.

I would like to point out also as on several occasions that men on the local level representing the Federal agencies have said to me—and then I will explain what I mean—“Jim, how fortunate that you are not an employee of a particular Federal agency or State agency. Therefore you can knock on many doors and possibly open them whereas we have only one door to go to and we would not dare go beyond that point because someone higher up would have to carry this on for us.”

So, with this freedom of working for a nonprofit agency that is neither Federal nor local government, it has given us the freedom to move in many circles. The results are that we have been very fortunate in getting several programs from other agencies of the Federal Government. Of course, we are hoping that we will be able to develop many more. I surely feel that if this is not the case that we might be tied to dependence on someone higher up to make those contacts for us and to carry the message for us.

Now, this is not taking anything away from our OEO people on the regional and the Federal level. Surely they also do this. But again I see them on the top level as also another agency of Federal Government. They surely are paid by such.

So, they too are handicapped to a degree because of this situation that they are in—their employment.

I just had the privilege last week of visiting another CAP agency in the State of Kentucky—Washington Park. Not only was it a privilege for me to be out there in the lowlands but also to see and to spend 2 days with an agency that is just more or less trying to get off the ground.

I find a board that was made up as our board at Northeast, of people representing not only the many agencies in the area but also civic clubs, businesses, and representatives from the target group which the community action, of course, will be working with.

But I found also a new board that to my amazement was very dedicated from the beginning apparently which, as I remember when the Economic Act first came in, in fact in the latter part of 1964 and 1965 this was not the case, and I might say that I had the privilege—and I was not employed by OEO—of being called in the first week of December 1964 as a rural consultant to the Office of Economic Opportunity. So, therefore, I have followed it very closely since then. I have seen a lot of changes, particularly on the local level, in the attitude of people, people who before, even though in our part of the country they may be small towns of 1,600 or up to 5,000 population, that within a half mile of the town they just did not realize or at least they were not recognizing that their people were having problems, problems of the poor, which now they are doing; they are recognizing it.

I feel that they are surely acknowledging the fact that there are many poor in the area and they are doing or attempting to do something about it.

Again, without community action and the makeup of the board and the makeup of the committees that are developed on the local, I doubt very much if this would have come about as I see it today.

I think the chairman had the privilege of attending our area meeting on July 8, on a Saturday afternoon. This is unusual. This which we had was just an informative meeting. We had nothing to present to the people or give to the people or give away other than for them to learn something about community action. And possibly what Congress will do this year in the way of the Economic Act. There were in excess of 900 people who came in from these rural six counties of ours. The school superintendents within the counties furnished schoolbuses to transport the men. Private individuals furnished their own cars to bring them in. The president of the university, Dr. Adrian Dorn, said to me that this is the first time—and he has been there since 1954—that he has seen men come onto their campus with overalls on.

Surely I do not think this would have happened if it had not been an Economic Act of 1964. We are fortunate in having several programs; in fact, I would like to just brief some of them.

As an example, as of about 3 months ago we activated a legal aid program for the six counties. I think that this is probably the first multirural county agency, county agency with a legal aid program. We have three attorneys. We have six offices that are open 5 days a week, one in each county. We had the endorsement of at least 90 percent of the practicing attorneys of the six counties. We have four counties that have a bar association. We had an endorsement from each of those bar associations.

So, we are very proud that we do have legal aid and we do think that the attorneys are going to do a good job. The State bar association has offered its assistance in addition to the law school at the University of Kentucky.

Summer Headstart up until last year, of course, all of the counties had not had Headstart. We encouraged them to have it last summer. Of course, this is no problem other than our problem of late funding. We have a full year Headstart at the university. This is the second year for it. It is used more or less as a training demonstration, experimental project in which the Headstart teachers, the teachers who are going to teach in the Headstart program in the summer, come to the campus of the university for training.

We have one of the rural communities of Elliot County; this is one of the counties of the six, a little community called Stark. It is a nursery program. These are children involved from 3 years through 5. This is a so rural community that they had no facilities in which to do this. This community is made up of approximately 80 families. Therefore, we were able to, through the assistance here in Washington of the Office of Economic Opportunity, to bring in four surplus house-trailers from South Carolina. The people themselves did all the work at no cost to the Government in renovating the four house-trailers, putting them together, putting them on the foundation.

The program was water. So they dug a cistern. Now those four house-trailers are so modern as a house would be inside the corporation.

There are 18 of those children involved in the program. We are very proud and sorry that we cannot do this more because of the lack of money.

We have a program in the same county, countywide, called the socioeconomic program. It has been in operation for 1 year and we can prove that it has affected approximately 80 percent of the total population of the county.

In another county we have what is called the commodity food distribution program, which the fiscal court turned over to us to operate. We included in this program a home management part of this program. We are feeding in this program in excess of 2,000 people, men, women, and children. We are finding a lot of things coming out of this where we have been able to bring a lot of people who were poor. When the program first started our people could not even get inside the house. Now they are teaching them how to prepare the food properly.

They are teaching them home management. They are seeing that they get to the health departments if there is something physically wrong. They are helping the children to get back in school.

We are trying, through the assistance of public assistance, to get clothing for the children who do not have adequate clothing to go to school. Also we have been able through this to start bringing them in group sessions. Now we are even bringing them in on a countywide program for further training by the home demonstration agency and many others.

I think that one of the best programs—surely all of them are good but they have their weaknesses as well as their good points—one of the best programs we are operating is what we call the home repair for the senior citizens. I would like to point this out that where other agencies have cooperated to make this program a success, and we could mention other things too, other programs where additional agencies are cooperating, but to make this home repair program as successful as it is it has taken the cooperation of the public assistance which operates title V of the Economic Act. This is the work experience and training unemployed fathers. They do the labor, we supply the work supervisors, the know-hows, to teach them while they are doing the work.

This program was in operation three months during which we were able to take nine with a crew of 25 working fathers and develop jobs with legitimate contractors in the area.

So this is not only to assist and repair senior citizens home who cannot afford it, but it also is a training program for the unemployed fathers under title V. With this the senior citizens of those two counties, with their senior citizens clubs and the county organization of senior citizens, they assist in the selection of the personnel who are working in the program such as the work supervisors and also they are the ones that have priority on the homes to be repaired.

I am very sorry to say that in our six counties we do not have enough going for senior citizens because we have far too heavy a population of senior citizens in that area. We are hoping we can get more things going for senior citizens. We surely need it. There are many other programs we have. I will stop with that, Mr. Chairman.

Chairman PERKINS. Thank you very much. I will call on Mrs. Green, first, for questions.

Mrs. GREEN. Thank you, Mr. Chairman.

I join my colleague from Oregon in welcoming Mr. Ben Day especially and members of the panel. Remembering our association of 20, 15, and 10 years ago, your testimony is most interesting.

Mr. Day, you are involved primarily in the CAP program?

Mr. DAY. Yes, I am.

Mrs. GREEN. What do you do in Headstart?

Mr. DAY. We run it, ourselves. We have a combination Headstart-day care center program, which begins at 7 in the morning and ends at 6 in the evening. We have developed what was originally our advisory committee, it is now incorporated, and we intend to make them the contacting agency for us.

Mrs. GREEN. I did not hear you. I am sorry. Who is the contacting agent?

Mr. DAY. We have a new organization which was our advisory committee. They will be our contacting agent. Right now we run it ourselves.

Mrs. GREEN. How do you run it?

Mr. DAY. We had trouble to begin with getting proper head personnel, but we now have a very capable person. We have had two who work for us and direct it for us.

Mrs. GREEN. Where did these two personnel come from?

Mr. DAY. The first one who went in on a temporary basis, because our first person was not able to do it, was the wife of a teacher in Southern Oregon College. She had gone to Oregon State College and taken a summer course on Headstart. For family reasons she did not want to continue the job, although she did an excellent job.

Then we found another professional person with a master's degree, who is our director.

Mrs. GREEN. Did she come from Education? Was she in the Medford schools?

Mr. DAY. No, she did not have any teacher's certificate or anything like that at all. She was not a teacher.

Mrs. GREEN. How many are employed in the Headstart program?

Mr. DAY. 26. We have two centers, one in Ashland and one in Medford. We have 26 employees.

Mrs. GREEN. Summer or full year?

Mr. DAY. Full year.

I am going to go from memory. There are 26 total employees and this takes in cooks, aides and teachers, and the director. We have one social worker, one nurse, one director. We have two head teachers.

Incidentally, as of now both of these head teachers are ex-high school dropouts, ex-welfare people and both are doing a very remarkable job. Mr. Dellenback went through one of our centers. He was taken through by the then acting head teacher, who is now an acting head teacher. She was a welfare person.

I don't think you knew that. We didn't tell you. But she is doing a very, very commendable job.

Mrs. GREEN. The two head teachers are both former high school dropouts?

Mr. DAY. Yes.

Mrs. GREEN. Did they ever go back for any training?

Mr. DAY. They have both received a GED certificate.

Mrs. GREEN. From where?

Mr. DAY. One of them in California and one of them in Oregon.

Mrs. GREEN. What is GED?

Mr. DAY. This is a sort of high school education equivalency examination that is given. They run special courses for this, to bring up their education and then if they pass the test, they get a GED certificate. This enables them, when they apply for a job, to say that they do have a high school education.

Mrs. GREEN. With high school education, now they teach in the Headstart program?

Mr. DAY. In addition to that, we have given both of them 2 months' training at San Jose State College.

Mrs. GREEN. Two months?

Mr. DAY. Yes.

Mrs. GREEN. What is their salary?

Mr. DAY. The head teachers are getting \$500 or maybe \$525 a month.

Mrs. GREEN. How many students do they have in their classrooms?

Mr. DAY. We have 40 in each center. We do not really run classes as such. Remember, we are both a day care and a Headstart program. We have several other teachers besides that and then the aides. It is a very small group instruction.

Mrs. GREEN. You have 40 youngsters in each of the two centers?

Mr. DAY. Yes.

Mrs. GREEN. Ashland and Medford?

Mr. DAY. Yes.

Mrs. GREEN. You have 26 employees for them?

So, it is a ratio of one adult to three children.

Mr. DAY. Yes. I should point out that we do much more than teach children. We have a large parental involvement program. Of course, they are fed and then there are janitors and all these things.

Mrs. GREEN. Where are the classes held?

Mr. DAY. In both centers, the two new ones which we are going to start, they are all in church-donated facilities.

Mrs. GREEN. Do you have any cooperative effort with the Medford public schools?

Mr. DAY. Our system in Medford has not been going along long enough to develop that. We have fine cooperation with the Ashland public schools. I am sure we will have in Medford.

Mrs. GREEN. Is there any coordination of effort between the Headstart program and the school program in Ashland or are they entirely separate?

Mr. DAY. Pardon me, between what?

Mrs. GREEN. The Ashland public schools and you people, CAP, that run it.

Mr. DAY. Our cooperation there has been good. They have advised us and we have exchanged information. They have come to us, and urged that we take the children from such and such families because they know from their own past experience that these children from a certain family are going to have trouble. We have had that type of cooperation.

Mrs. GREEN. What is your total program cost for Headstart in Medford and Ashland for a year?

Mr. DAY. May I answer it in this way. That our annualized rate for four Headstart centers will be \$246,000 for all four.

Mrs. GREEN. What do you mean by four? You have two in Medford?

Mr. DAY. We have two established now and we are establishing two more, one in Ashland and one in Medford. There will be one at Central Point and one in Rogue River.

Mrs. GREEN. Do you have the cost for last year when you had just Ashland?

Mr. DAY. Yes, I will be glad to furnish it to you. We have never had any program which has been funded on a full-year basis. To give you meaningful figures becomes a little difficult.

Mrs. GREEN. If I remember, Ben, you sat on the school board for some time?

Mr. DAY. Yes, I was a school board chairman.

Mrs. GREEN. Right. What is the average salary for elementary teachers in Medford?

Mr. DAY. I don't know. It has been too long since I have been connected with it, but I would imagine very close to \$6,000.

Mrs. GREEN. Do you think it is above or below that?

Mr. DAY. I think the starting figure would be very close to \$6,000. From there on it goes up with experience.

Mrs. GREEN. What kind of training is required in Oregon for teachers?

Mr. DAY. Four years of college for temporary and then 1 more year, I believe, before they get a permanent certificate.

Mrs. GREEN. A minimum of 4 years of college and preferably a year of graduate work?

Mr. DAY. Yes.

Mrs. GREEN. Was the last tax levy in Medford defeated?

Mr. DAY. No. Finally it was passed. It was defeated the first time and passed the second time. There are two other districts in our area where they were defeated twice and passed the third time.

Mrs. GREEN. Close to the end of your statement, if I remember, you said that you would like to see CAP get more power to compel other agencies to work with them.

Mr. DAY. Yes.

Mrs. GREEN. What do you mean by this?

Mr. DAY. We have several examples. If my remarks were taken to indicate that we had lack of coordination, this is not so. I would like to correct that. We have had very, very fine cooperation with our community.

Mrs. GREEN. I was particularly asking what kind of power do you want?

Mr. DAY. We see the Neighborhood Youth Corps, for instance, being improperly handled and doing far, far less than it should simply because it is being run by an agency which doesn't really understand the problems involved.

Mrs. GREEN. What agency runs it?

Mr. DAY. The schools are running the in-school program and some outfit with the Labor Department is running the out-of-school program.

I might say, so far as the schools are concerned, we have had with one district, that is the IED district, very, very poor cooperation. With the Medford district we have had very fine cooperation. Both questions revolved around parental participation.

Mrs. GREEN. Let us go back again to this power—what kind of power would you like to have to compel, for instance, the schools to work on NYC more closely with you?

Mr. DAY. I would like to see CAP's have the first shot at funding any type of program and let them delegate it to a school, for instance. I would like to see the CAP board have a real meaningful writeoff authority or veto authority on this type of program in our own area, so that we would be insured that these programs would be developed with our cooperation instead of having them come in and say we have to have this in, next day we want your approval.

Mrs. GREEN. Now the schools handle the NYC program and what other ones in the poverty program?

Mr. DAY. They have had a very, very excellent program there called child resources development, which was a selection of 30-some very capable and especially trained teachers to work with students who were for some reason or another slowed down in various schools. This has worked very well.

Mrs. GREEN. You want CAP to have veto power over these education programs?

Mr. DAY. We had a knock-down, drag-out with IED on these various programs, because we wanted to have the parents brought into it, because we feel that the problem was not an isolated thing within the individual but it was part of his entire environment.

Mrs. GREEN. Let me ask you this. The school board members are elected at large, aren't they?

Mr. DAY. Yes, they are.

Mrs. GREEN. How are the CAP people chosen?

Mr. DAY. We are very undemocratic in this way. We choose ourselves initially. We went to the county court and we said, will you approve this. This was for the first board.

Mrs. GREEN. A school board that is elected by the people supposedly has the best judgment to run the educational programs. You would like an agency that is self-selected and approved by the judges, or whoever it is, to have superior authority over the duly-elected representatives?

Mr. DAY. This bothers me. We sit there not responsible to anybody and we are handling something like \$400,000 a year of taxpayers' money. Not a one of us is elected by the public generally and I realize that it is a tremendous responsibility, but it is not the school boards that we have difficulties with. It is the administration establishment.

I would say this. The top administrative people work out all right. As you get down to the lower echelons where real contact is made, that is where you get the resistance.

Chairman PERKINS. Mr. Quie?

Mr. QUIE. Some of you have mentioned late funding. I believe Mr. Templeton did. When were some of your programs funded?

Mr. TEMPLETON. I don't think I understand what you mean, Congressman.

Mr. QUIE. You mentioned that you had difficulty with your community action agency because of late funding of programs.

Mr. TEMPLETON. I think an example, of course, is the summer Headstart as to which so far some of the programs we will finish this week for the summer. We have only been able to get 25 percent of the cost of the initial funding of the program.

Also, to go back to last year when at the end of the program year for the Northeast, because of the Congress' late appropriation, this meant that my own agency operated somewhere around 3 months by borrowing by our board, borrowing money to operate.

So it is a combination, I think, of late funding.

Mr. QUIE. So this summer's program where you are funded now has nothing to do with the funding?

Mr. TEMPLETON. No.

Mr. QUIE. Of course, we did delay the funding. However, there were arrangements made with a continuing resolution. How about any year-round projects that were developed by your community action board? Were they quickly funded or was there delay by the regional office to release funds for your operation?

Mr. TEMPLETON. I think surely this was one of the big complaints, of course, sometime ago. Now as far as the regional office is concerned, they are expediting it and we are getting it much faster.

For example, before we did not know when to expect it. Now within 2 or 3 months; in other words, around 90 days.

Mr. QUIE. When did this occur?

Mr. TEMPLETON. That is pretty difficult to say. I would say within the last 6 months.

Mr. QUIE. So none of the year-round programs proposed last fall have been funded with the speed of 90 days, nor anything you have planned this year has been funded?

Mr. TEMPLETON. You are talking about last fall now?

Mr. QUIE. Yes. Or anything that you propose this year, which is a minority of your programs, were actually planned, developed, and requested in this calendar year; is that correct?

Mr. TEMPLETON. That's right.

Mr. QUIE. What about the rest of you? What have your expenditures been? What about Athens, Ga.

Mrs. SMALL. I was thinking here sometimes late funding worked in a positive fashion. We wanted a day care program for our Morgan County very badly and wrote the project up and waited and waited and waited. Finally, the families and the children who were involved—the families of the children who were involved got so impatient they just started their own on a voluntary basis. So sometimes it has worked in a positive way. However—

Mr. QUIE. You want more of them to start that way?

Mrs. SMALL. Of course, the entire program, as I understand, is to help one to help himself. This is encouraging self-determination. It is fine.

But certainly we didn't have the professional help we needed because there were not the funds. It does make it difficult. We have been slow in getting started in many areas because of the lack of funds either late funding or no funds, period.

Mr. QUIE. Where is the regional office for Oregon?

Mr. DAY. San Francisco. May I comment on this question?

Mr. QUIE. What do you do out there?

Mr. DAY. One of the very worst examples that I know of, and it hit us very hard, was this 3-year program, designed to be a 3-year child-development program which the school system is running and which is doing a wonderful job. There is no money available this year to hire teachers. They had chosen their very best teachers for this project.

After 1 year's operation, although it was designed for 3 years, the whole thing has gone down the chute, because there was no appropriation made. These teachers had to be placed back in regular jobs and the project has been entirely dismantled. We have the framework.

When we get the money again, we are going to try to bring it back. It will be very difficult. We had a tough time getting these people all together, to begin with.

Now, we had to disperse them and we will have to start all over again. This is very, very inefficient.

Mrs. GREEN. Is this under the CAP program?

Mr. DAY. No, this is an IED program.

Mrs. GREEN. IED is what?

Mr. DAY. Intermediate education department, which we now have replacing the old county school supervisors.

Mrs. GREEN. Why wasn't it funded?

Mr. DAY. Because you haven't passed the appropriation. You see, they had 1 year's money.

Mrs. GREEN. You mean the taxpayers of the county?

Mr. DAY. I beg your pardon. This was an OEO-funded program, yes.

Mr. QUIE. Direct OEO funding and not through community action, is that right?

Mr. DAY. It was direct through some other title, ESA or whatever it is called.

Mrs. GREEN. The programs under CAP you felt had tremendous support in Medford?

Mr. DAY. Yes.

Mrs. GREEN. How would you feel, then, if we went to a 50-50 matching?

Mr. DAY. On an overall basis it might be a little rough right now.

Mrs. GREEN. Why?

Mr. DAY. Because the voters are turning down school budgets and things like that.

Mrs. GREEN. You feel this would have much higher priority than other programs. If it has wide public support, surely the taxpayers would approve of it, would they not, and vote the 50 percent of the money to run it?

Mr. DAY. Just don't mistake what I mean when I say "wide public support." We are getting very good response from the public. This is a big job because essentially the public has to change its preconceived concept of welfare and poverty and so on. They are doing this.

There are still a lot of doubting Thomases. If we were to go out and ask the taxpayers of Jackson County to approve a very sizable budget for this, I would have my doubts. Now at the present time we

are doing some project entirely on our own, because we do not know whether there is going to be Federal funding and we don't want to wait.

I am speaking of the GED.

Mrs. GREEN. Also the public has to change its ideas about the support of education.

Mr. DAY. Pardon me?

Mrs. GREEN. Doesn't the public also have to kind of change its ideas about the importance of financing adequate education?

Mr. DAY. Yes. Actually in Jackson County we have done quite well. We have a good school system. Up until this year the voters have been very understanding.

Mrs. GREEN. If I understand you, what you are saying is that the Federal Government should finance this group of people who would be able to operate, as you suggest, without any controls and determine their own destiny and spend the money that they want to without any democratic limitation.

Mr. DAY. For a while—

Mrs. GREEN. And they are charged with the responsibility of changing the viewpoint of the community. Is that what you think?

Mr. DAY. Yes; and the Federal Government should continue to finance it for a while to give us a chance to prove these new type approaches and to get the public acceptance.

Mrs. GREEN. Suppose Congress were made up of a group of Nazis and Congress decided that we wanted society changed to the Nazi way of thinking; if your logic is right, the Federal Government will finance your people to change society the way they think society should be changed. Is that what you are saying?

Mr. DAY. No; you are misreading me.

I believe we have been developing a subculture of this country of the poor. In fact, I know this is so and it is so in Jackson County. What we are trying to do is to bring this culture in line with the main culture—

Mrs. GREEN. I am with you on this part of it. I am just saying that it concerns me, if I understand what you have been saying that the Federal Government is to finance a group in CAP that has decided what is good for society in Medford and they are not to be subjected to any vote of the people. They are to operate as they determine is best, and you have determined that society really doesn't understand the problems and, therefore, you are going to change and educate society and fund those programs that you think society wouldn't quite understand unless the Federal Government funded them fully.

Is that what you are saying, without arguing?

Mr. DAY. Yes. There are two justifications for this.

One is that we are essentially experimenting. The other is that I have never seen any public body operate as close to the people of the country as we are. This is really so. We really have our community well represented and well involved in our program.

Mrs. GREEN. Isn't the school board that is elected by the people very close to the people?

Mr. DAY. We have school people on our board. We have as many agencies as possible either directly on the board—

Mrs. GREEN. I thought you said your agency worked closer with the people than any other agency?

Mr. DAY. Definitely so.

Mrs. GREEN. I don't understand. When a school board is elected by the people, why that is not working very closely with people.

Mr. DAY. You can demonstrate this by the comparison of the number of people who come to the school board meetings as against the number of people who come to our meetings.

Mrs. GREEN. We can compare it to the number of people who come out and vote for you compared to the number of people who come out and vote for the school board, too?

Mr. DAY. Yes, and nobody votes for us except within the communities, the poverty people are elected to be on our board.

Mrs. GREEN. I thank the gentleman.

Mr. QUIE. Let me clear up one thing.

This program you are talking about, was that an Office of Education program or an OEO program?

Mr. DAY. That was part of our local government, the intermediate education.

Mr. QUIE. Federal funding of intermediate education?

Mr. DAY. No, except that they have taken on some of the experimental type educational work with money furnished by the Federal Government.

Mr. QUIE. Which Federal agency gave the money?

Mr. DAY. I am not sure where they get their money. Some of it they get from OEO and some of it they get it from the Office of Education. I think it is split.

Mr. QUIE. Talking about late funding, let me find out from Mr. Flanders if Wisconsin were in Chicago, would they get any faster action than we are able to in Minnesota? Have you had trouble with late funding because of OEO in Wisconsin?

Mr. FLANDERS. I was looking through our schedule here of funded programs. We have had more funded in this calendar year than we did last year. Mrs. Tryon says that the cooperation and the expeditious handling has increased greatly in the last 6 months of this year.

Mr. QUIE. That does not mean that they are very speedy. We have a program with Indians that finally got funded here the other day. The request was made in August 1966 for a year-round school program for transportation of Indian children.

It was finally funded, I believe, the 20th of July 1967. I had nothing to do with the congressional appropriation. It seems OEO is quite negligent in reaching a decision on the projects.

Mr. FLANDERS. I think this is partly due to Congressional control of how much goes into what categories.

Mr. QUIE. It is possible. We must admit there was late funding last year. In my estimation, the Congress made a mistake and earmarked the program instead of providing a versatile program. I was doubtful of it last year and I am convinced now it was a mistake. So, you also make a point there.

I also maintain that OEO itself has about the lousiest administration of any agency in the Federal Government.

Mr. FLANDERS. I am not too familiar with other Federal agencies, but I will say that we filed our—

Mr. QUIE. I would like to find out also, since Mr. Day said nobody votes for them, how your community action boards are selected. Could we go down the line, tell the number in your community action board, the number that are representative of the poor and how they were selected.

Could we begin with Mr. Templeton?

Mr. TEMPLETON. I am sorry, Congressman. Would you repeat that question? I was wanting to answer you on something else in defense of OEO and its administration as well as this, if I may do that.

Mr. QUIE. I will repeat the question.

No. 1, how many people serve on the community action board, how many are representative of the poor and how are the representatives of the poor selected?

Mr. TEMPLETON. We have 36 on our governing board for the six counties. We have one-third who represent the poverty people on the board. I would say there are others on that board who fall under at least the OEO guidelines of poor, even though they were not elected representing the poor on the board, some other category.

We hold prior to the annual meeting what we call a primary in each county. We go to the little radio stations and weekly newspaper through our community clubs within the county and we promote a certain night and we have people to haul down the target group.

Usually this is held in the courthouse. This is the largest facility we have in the county. We get up and we tell the people, now you are to elect your representatives which will be two from each county to represent you for the next year on the Northeast Kentucky Area Development Council Board, Community Action Board.

After we have explained and they have asked questions, we move out and ask someone to take over from their group. Then they proceed with the selection to represent them on the board. We usually stand in the back and we list down every word that is said, so sometimes you don't wind up with really a target disadvantaged person representing them.

Mr. QUIE. You accept the two people that they elect at the meeting?

Mr. TEMPLETON. Absolutely.

Mr. QUIE. Go ahead, Mrs. Small.

Mrs. SMALL. We have active county community action committees that are set up by bylaws, Action, Inc., in Athens, in each of the six counties. Our membership in the community action committees are chosen five from each of the eight existing agencies, such as five from the county commissioners, five from the department of health, five from the board of education. Then those to be served by the program in each of the outlying communities in our county elect their own.

This complies with the one-third according to the OEO guidelines. Then each county action committee elects nine members to serve on the board. The executive committee of that board is composed of 13, the officers which the board elects, plus one-third of the total board from the poverty group, economically depressed group. So it is truly a representative group.

There are five members on each of the county committees who are from the business interests at large, the citizens at large. Then the others come from agencies.

Mr. QUIE. Your election is at neighborhood meetings?

Mrs. SMALL. At a county meeting. We hold monthly meetings in our county. All programs have been determined at these meetings by the need as expressed at these meetings. All of our subcommittees are active in the counties in which we are operating.

Mr. QUIE. Mr. McElroy?

Mr. McELROY. We have 30 on our board. One-third of them are from the major agencies concerned with welfare, such as our city government and our county government. Our school board, the United Fund, community planning council, city and county welfare committee. These are elected.

Representatives to the board are elected by these bodies. One-third of our membership is comprised of civic and other organizations such as the Lubbock Ministers Association, the non-Protestant ministers, each precinct. This is the most difficult one. The precinct is pretty difficult to establish as an entity, but the county-municipal court, as a rule—well, they do elect the precinct representative to the board—I have forgotten the exact name of it, the Labor Forum, that we elect the representative to. But these are civic organizations.

There is one representative from the PTA. One-third of our membership is from the poor themselves. These are elected. We select census tracts that represent the lower economic, lower income brackets. We send circulars out through the school kids that elections will be held at a given time. This will either be in a community center or in the school.

We have turned out—I believe we have six census tracts represented out of about 25 census tracts within the city. Six of these have large poverty areas. Flyers are sent out. As I say, they met in schools, community centers, and they elect.

We have from 50 to 300. Some areas respond better than others, but at least there will be 50 to 300 people.

One census tract has two representatives because of the large number of poor in that particular area. Two-fifths of our board represent minority ethnic groups. There are more Latin Americans on the board than there are Negroes. I just toss that in as a matter of interest, perhaps.

Mr. QUIE. Now you have 12 representatives of the poor on the board?

Mr. McELROY. No, sir. There are 10, but we have 12. Two of our representatives from civic organizations are Latin Americans. I say 12 of our board, two-fifths of them. There are 10 representatives of the poor. Twelve, though, are of minority ethnic groups.

Mr. QUIE. You have six census tracts that elected two members of the board?

Mr. McELROY. We have six who elected 10. Two of these—or three, elected two because of the number of people living in that. We tried to put it on a population basis.

Mr. QUIE. Thank you, Mr. Day?

Mr. DAY. Our board is flexible at the present time. It is about 30. At the present time we are out of balance because we have too heavy a representation from the poor. Fourteen of the thirty are either

poverty people themselves or we have two who are nonpoverty people representing the poor people. In both cases they live right in the community.

The rest of it is divided eight of local citizens and eight representing Government agencies of various kinds. Our board was initially established after almost a year's work by people in the community; when we finally decided to organize, we asked the county court to sponsor us.

We gave them the list of names that we would like to have for the initial board. They kicked off one and that was all. Since then we ourselves reappoint or we have a limitation how long a person can stay on the board, which applies to the general public and to the heads of agencies. We reappoint ourselves an agency head or another citizen and, of course, we take the elected representatives of the poor.

Mr. QUIE. How are they elected?

Mr. DAY. This was a difficult problem for us initially, because they were not organized. We now have community organizations going in certain parts of the county and we have groups such as ADC mothers, and so on. These are the people who are elected, geographically, so far as the community organizations are concerned and interestwise so far as ADC mothers.

Mr. QUIE. You mean you invite all the ADC mothers to contact and elect a representative?

Mr. DAY. They are well organized. In fact, they even have—

Mr. QUIE. Do you have a meeting of ADC mothers to do this?

Mr. DAY. Yes. In fact, they are organized in clubs throughout and have been active and doing a tremendous job.

Mr. QUIE. What voice do the poor men have?

Mr. DAY. The mothers have not but in the neighborhood areas they have quite often elected men.

Mr. QUIE. You mean the women elected men?

Mr. DAY. No, the neighborhood organization elects men. The ADC mothers always elect women.

Mr. QUIE. Why do you say 14 too many?

Mr. DAY. It is beyond the one-third that is set up.

Mr. QUIE. There is nothing that says there should not be more than one-third.

Mr. DAY. It says there should be one-third agency heads and one-third general public. So we are sort of shortchanging them.

Mr. QUIE. It may be that somebody in the regional office decided that because the law only specifies not less than one-third shall represent the poor. Some community action agencies run up to one-half representatives of the poor and they have worked very well.

Mr. DAY. I would like to say now that we have had tremendous help and participation by our poverty people. This wasn't so initially, but we established what we call a study and review committee and the only people allowed on that are the poverty people.

We further provided that no major measure would come before our board until it had been taken before the study and review committee and the study and review committee could then report to us. This is wherein we ran into some trouble with some of the agencies who didn't quite think this was dignified or something. But it really works.

Mr. QUIE. Mr. Flanders?

Mr. FLANDERS. Originally our community action committee was formulated by the chairman of the county board. The county board fathered the community action program and gave it 32 members, who I believe were originally appointed, \$5,000 to organize and get an administration program going.

At that time there was great stress put on by the State office of OEO to include in the original group a percentage approximating one-third poverty people or their representatives. We have at the present time 31 members on the committee, 11 of which are poverty people plus agency heads and subagency heads of welfare and related functions which also serve as the voice for these people.

Mr. QUIE. How are those 11 selected?

Mr. FLANDERS. We have had to amend our bylaws several times to conform to OEO requirements. The last one that I have here at the open annual meeting, new members of the corporation shall be elected by ballot. Nominees shall be all those persons who have attended two or more meetings of the corporation and have requested membership.

At that time, at the annual meeting then, those who request membership are placed on a ballot and others can be nominated from the floor for any vacancies existing and then they are selected by ballot of the committee.

Mr. QUIE. What committee? Your committee?

Mr. FLANDERS. Yes.

Mr. QUIE. You elected the board?

Mr. FLANDERS. Well, from those who are interested, yes.

Mr. QUIE. Is this accepted by OEO?

Mr. FLANDERS. They have not stopped funding us. They might after today.

Mr. QUIE. Are you one of the eight that they have told are not in compliance?

Mr. FLANDERS. I don't know. We have filed our articles of incorporation, our bylaws and also our amendments to the bylaws. I can't say that I have heard anything to the contrary, that we are not operating.

Mr. QUIE. Thank you.

Chairman PERKINS. Mr. Dellenback?

Mr. DELLENBACK. Thank you, Mr. Chairman.

I am not sure which time rule we are under, 25-minute time, Mr. Chairman, or 15 minutes, but let me watch for it and see where we go.

I would like to ask a series of questions of the individual members of the panel in an attempt to get some balancing off. May I lead off by asking this: How many of you in your respective group involvements are following through on a Headstart program, Mr. Templeton?

I am trying to make these short questions so I get a full picture of the panel.

Mr. TEMPLETON. We only have summer Headstart other than the one that is the year around at the university.

Mr. DELLENBACK. Mrs. Small?

Mrs. SMALL. We have had summer Headstart. Beginning in September we will have year-round Headstart in four of our counties.

Mr. DELLENBACK. Mr. McElroy?

Mr. MCELROY. We coordinate five Headstart programs in five independent school districts in the county, summer programs only.

Mr. DELLENBACK. Mr. Day?

Mr. DAY. We have two year-round Headstart and day-care centers. We will have two more.

Mr. DELLENBACK. Mr. Flanders?

Mr. FLANDERS. We have two day care Headstart centers in Fond du Lac. We have a full-year Headstart funded for September at Ripon, and we have three summer Headstart programs running right now.

Mr. DELLENBACK. Who sets the curriculums as to what is being done or will be done in Headstart?

Mr. TEMPLETON. Let me correct myself, Congressman. We do not administer. We pass this on to the delegate agencies which are the school system within the county. So they set the curriculums.

Mr. DELLENBACK. Your Headstart are being run by the school system?

Mr. TEMPLETON. Yes, sir.

Mr. DELLENBACK. They set up their curriculums?

Mr. TEMPLETON. Yes, sir.

Mr. DELLENBACK. Mrs. Small?

Mrs. SMALL. Our summer Headstart program, we were the funding agency. The year-round Headstart this is quite a different story. I don't know that I am qualified to answer authoritatively. I believe the curriculums and program will be set by our child director, who is a professional and Action, Inc., man.

Mr. DELLENBACK. The curriculums will not be set by either OEO or by your local school system?

Mrs. SMALL. That is correct.

Mr. DELLENBACK. It will be set by your own agency administering the program?

Mrs. SMALL. That is correct, I believe.

Mr. DELLENBACK. But it will be a professional man?

Mrs. SMALL. That is right.

Mr. DELLENBACK. Mr. McElroy?

Mr. McELROY. Our programs are delegated to the schools, and they set up the curricula.

Mr. DAY. We established our own. We did it with considerable help from OEO specialists who helped us. We did it with the help of our advisory committee which included Dr. Buckler from Southern Oregon College, the man who was in charge of this child resource program for the IED education, several kindergarten teachers, and other people who were on this advisory committee who initially set up the standards for the program.

Mr. DELLENBACK. So, in effect, it is being set by the local organization with some assistance from OEO?

Mr. DAY. Yes. I want particularly to have it noted that we had the most capable professional people establish our standards and our program.

Mr. DELLENBACK. Mr. Flanders?

Mr. FLANDERS. Our full-year Headstart at Ripon is in coordination and in cooperation with the Ripon school system, county and State welfare departments. The summer Headstart program is presently being carried on through the cooperation of the school superintendents and personnel for those programs. It is through the cooperation of the welfare children's board and county nurses who is to be placed.

The full-year Headstart day care center is in coordination with the county welfare department, guidance clinic, county health department, city health department, State board of health, and is being controlled through our office.

Mr. DELLENBACK. Rather than through the school system?

Mr. FLANDERS. That is correct.

Mr. DELLENBACK. Fine.

Now how do you feel in your respective areas as to whether there should be increased flexibility on the local level relative to priority of programs versus we on the Federal level, either through legislation or through the administering department, establishing the allocation of projects? Do you feel there should be more local control over priority of programs in your respective areas or a continuation of designation on the Federal level?

Mr. TEMPLETON. Yes, I do think there should be more local flexibility in all the programs.

Mr. DELLENBACK. Mrs. Small?

Mrs. SMALL. Yes. If this program is to truly serve the poverty groups, then I think they must have some voice because they know their needs better than others.

Mr. DELLENBACK. Mr. McElroy.

Mr. McELROY. I agree with this. I think the application should document the justification of this program and be subject to scrutiny by the OEO, but I believe the flexibility for defining the program should be with this CAP agency.

Mr. DELLENBACK. You would see the Federal agency, whichever agency it might be, not exercising an arbitrary control but rather being sure that certain standards are met in whatever program you select on the local level?

Mr. McELROY. That is right.

Mr. DELLENBACK. Mr. Day.

Mr. DAY. I agree with what has been said. I do think we would do a better job with more local control and less restriction from OEO, especially as to priorities.

Mr. DELLENBACK. Mr. Flanders?

Mr. FLANDERS. I agree 100 percent.

Mr. DELLENBACK. Now, if this is to be the case, and without going off into a long discussion, are you able to answer it in a word or two, if we should end up increasing the control on the local level for selection of programs and determination of priorities, do you think it would make a very significant difference whether the Federal agency with which you are dealing and which is making sure your program met certain standards was OEO or was HEW or maybe some other Federal agency? Mr. Templeton?

Mr. TEMPLETON. I suppose I would be partial because of working in the last 15 months with OEO and being familiar with it starting in 1964 and going from an infant to at least walking now. So I would be partial in saying that.

Mr. DELLENBACK. Have you ever had a chance to deal with HEW at any department?

Mr. TEMPLETON. Yes, sir, several of the bureaus of HEW I have.

Mr. DELLENBACK. Would you say on the basis of these dealings do you feel that OEO would do a superior job to HEW in working with you?

Mr. TEMPLETON. I think the concept of the Economic Act, itself, yes.

Mr. DELLENBACK. Would your experience with HEW leave you with this feeling that they could not administer this effectively?

Mr. TEMPLETON. No, I am not saying that at all. I think it would take years for it to come about. I think they would have to gain the experience that OEO has over the last 3 years.

Mr. DELLENBACK. Unless the people who have been doing the coordination in part were to become part of the HEW staff?

Mr. TEMPLETON. I cannot see where any part of HEW has had enough experience in this so-called community action, sir.

Mr. DELLENBACK. Mrs. Small.

Mrs. SMALL. I don't know where my prejudice stands, but I feel it has been easy to work with OEO.

Mr. DELLENBACK. What you do is something of a prejudice?

Mrs. SMALL. I don't know. I have no ax to grind.

Mr. DELLENBACK. You have had extensive dealings with HEW, Mrs. Small?

Mrs. SMALL. No, I can't say I have, only insofar as school guidelines.

Mr. DELLENBACK. Mr. McElroy.

Mr. McELROY. I have had very pleasant experiences with HEW. We have just completed an expansion program of an educational television station under the provisions of the Educational Facilities Act under HEW. Our relations have been most cordial; they have been most cooperative.

However, I feel that we are in a unique program in the war on poverty, and as I have said in my opening remarks, I believe we have people who have gained knowledge in their 3 years' experience, and I feel that the letters OEO mean a lot to the poor themselves and these are the people we are trying to motivate to help themselves.

Mr. DELLENBACK. I recall from your opening remarks, you made this point, and I was struck by it. You feel that there would be some psychological loss to the participants whether or not a substantive difference, if they were to hear that the Office of Economic Opportunity had been discontinued even though the programs were going on?

Mr. McELROY. This is a provincial view, I must admit, but I believe this would be true in our community. They don't talk about the Community Action board's office. They talk about going down to OEO office and down to OEO center.

Mr. DELLENBACK. Even though it is your board they deal with?

Mr. McELROY. Yes, sir.

Mr. DELLENBACK. Mr. Day?

Mr. DAY. I don't think that it is possible for the old line agencies to do this job.

We are dealing in change, in a change concept, changed procedure, change in approach. A long-established governmental agency, whether it be State or Federal, has established so many procedures, they have so many personnel who are used to doing things in a certain way, that it is very, very difficult for them to change over.

In Jackson County we had what I considered one of the very best conceived programs. We delegated it to the Extension Service. Many years, as a farmer, I have worked well with the Extension Service, I

have a great admiration for them, and I know them personally. In fact, the head of the Extension Service was on our board and very, very active in it. Yet they had great difficulty operating this program. It just didn't take. They were beginning to overcome it. They realized they were in trouble. They sent a sociologist down to work with people trying to do this. Essentially in this case it came about from the fact that there is a difference between doing things to people, and doing things for people, and doing things with people.

Mr. DELLENBACK. You feel this deep apprehension that the Federal agency which was set up to deal with problems of health, education, and welfare has become so rigid, so ossified that it is unable to do the task for which it was established?

Mr. DAY. I know that this is so with the Labor Department, the Employment Service, the Extension Service.

Mr. DELLENBACK. Which is essentially State.

Mr. DAY. They have great difficulties. I am not too well acquainted with HEW. I do recognize this. That no matter how understanding the head of the agency may be, by the time they get all the way down to where it is on the working level, you have many, many minds to change.

Mr. DELLENBACK. So your feeling in connection with HEW is based less on dealings with HEW than on carrying over the analogy in dealing with other old line agencies?

Mr. DAY. We are working with a new concept. People don't change their minds quickly, and people in established agencies are people.

Mr. DELLENBACK. Mr. Flanders?

Mr. FLANDERS. I would like to preface my remarks by saying that these are personal feelings and not necessarily the feelings of the Board of Directors or the director of the agency. I think if this is true, that they have become so ossified, that they can no longer become an aggressive and full partner in the raising of the levels of economic opportunity for all people, perhaps we should give them a spur under the saddle and make it become a vibrant, going organization.

I think this Office of Economic Opportunity, if it were to lose the initial enthusiasm of the local people and also the enthusiasm of the staff by becoming ossified, we are going to defeat the whole program. But I don't feel in my own mind justified in saying that we have to forever be in a separate state where we cannot work together and harmoniously, and, after all, our goal is to eliminate poverty and every one of these agencies had better have the same activities in mind or else you are going to—

Mr. DELLENBACK. I think what you say is very sound.

Mr. DAY. May I add something, Mr. Dellenback?

Mr. DELLENBACK. Yes.

Mr. DAY. I hope that we work ourselves out of a job in this, that eventually the time will come when OEO and our local agencies and so on can disappear and the old line agencies should take over what remnants of this should be continued. But I fear that if you put it into the establishment of old line agencies, that it will become such an integral part of their operation that we will never get rid of it.

Mr. DELLENBACK. I wish there were time to go on further with this. I personally have an apprehension that the march of Government is

nigh on to irreversible, and having once moved in, to get it to back out is very difficult.

I am sure that you can really expect an Office of Economic Opportunity, if it has its chance to dig in for 3, 4, 5, or 10 years, that you will do nothing but have created another agency that will continue ad infinitum. This is not a 1-year battle.

We had a very sound statement and a well-phrased one when Mrs. Small said the sea is wide and deep. The problem is not going to be solved in a year or two.

Our question is how to create the framework not for a short period of time, but for a long period of time, that will really be best calculated to fill the sea to plumb the sea, or to drain the sea or what you will.

Let me go on briefly, if I may. Do you have any comments, again across the board briefly, on involving in the war on poverty more of the private sector of the economy? Do you think this is desirable or undesirable?

Mr. TEMPLETON. Of course I think a person's own philosophy becomes involved in this question. Surely my philosophy is that the whole segment of the population should become involved and that as you upgrade, whether they be the poorest of the poor, but even upgrade the middle class, that surely is what I think we must be about.

Mr. DELLENBACK. I am not talking about individuals, Mr. Templeton. I am talking about bringing industry and the whole private sector of the economy as a vibrant creative force into such things as job-manning programs. Do you feel strongly on this endeavor?

Mr. TEMPLETON. I feel strongly it should be done.

Mr. DELLENBACK. Mrs. Small?

Mrs. SMALL. I agree it should.

Mr. McELROY. I agree.

Mr. DAY. I agree, and that is one of the things we are moving into now to do this very thing on our own local area.

Mr. FLANDERS. It is my understanding under the new careers program that this is a part of the idea: to promote private industry and get them in.

Mr. DELLENBACK. What concerns me is that the private sector of the economy is one of the great creative forces which has helped make America what it is. I am not by any means endorsing it across the board in everything that it does, but I am concerned that really, in the war on poverty, it has been to a large degree set aside. We have gone through new governmental tools and agencies to attempt to fight this battle, not folding into the battle at all, to the degree that we should have done and we should be doing, this whole creative private sector of the economy.

You indicate there is private philosophy involved in this. That is something I feel strongly about.

Mrs. SMALL. I believe industry must have an incentive to do this. I don't believe we can expect them to do it from their largess.

Mr. DELLENBACK. Have you all read H.R. 8311 and H.R. 10682, either or both of these bills?

Mr. TEMPLETON. I have read H.R. 8311.

Mr. DELLENBACK. But not H.R. 10682?

Mr. TEMPLETON. No, sir. I have not. I have not been able to get hold of one.

Mrs. SMALL. Will you see I get both, please?

Mr. DELLENBACK. I assume you have not had a chance to study either?

Mr. McELROY. I gave a cursory reading to both of these last night.

Mr. DAY. I have read them both.

Mr. FLANDERS. I have read H.R. 8311, and I have given a cursory inspection to H.R. 10682.

Mr. DELLENBACK. Let me say, then, for the benefit of any of you who haven't read H.R. 10682, and let me enter my private disclaimer that I do not endorse everything in it, that it moves directly in the taking of the private sector of the economy and saying this must play and should play a very real active part in the battle of the war on poverty.

Let me ask one more and then I will quit. I wish there were time to go on indefinitely. Do you feel that since you are all involved in rural poverty programs that there has been sufficient priority given to rural program funding as opposed to urban program funding?

Mr. TEMPLETON. No.

Mrs. SMALL. No.

Mr. McELROY. I think we have had inadequate funding in both areas, but I realize the problems in the urban areas are greater and can be more tragic than in the rural areas. Now the individual suffering may be as great, but the group suffering in the urban areas, I can't help but believe bears greater attention right now.

Mr. DELLENBACK. Because the numbers are greater?

Mr. McELROY. Conditions are great. In our particular area if one of our migrant workers does not like, his shelter is not adequate, he can find another farmer that will find him a better place to live. In our large cities, many times this is not possible.

Mr. DELLENBACK. So your answer really, in part, is opposed to Mr. Templeton's and Mrs. Small's?

Mr. McELROY. We only have to read the newspapers every day to see what we are dealing with in urban areas. This is what concerns me, when we are losing lives and we are destroying property, then I think this deserves quicker attention than where we are—we are not starving to death in these areas; we are living in poverty.

Mr. DAY. I am sorry, I can't answer that question. We have been so busy trying to do a good job locally that we have not—at least I have not—made any examination as to whether or not we are getting our share of the pie. I don't know.

Mr. DELLENBACK. Do you feel that the rural programs with which you are familiar have been adequately funded?

Mr. DAY. No; I am sure definitely we have not been funded on some programs which we feel would do a lot of good. I am sure this must exist everywhere. Your question was is the rural getting short-changed in favor of the urban, and I don't know.

Mr. DELLENBACK. Mr. Flanders?

Mr. FLANDERS. Certainly I am not a strategist in this field either. I feel that we would like a fair share based on the actual needs of the area and the priority should be determined at the local level.

Mr. DELLENBACK. Really because of the nature of those answers, let me ask a supplemental followup question.

Do you think it would be desirable to have the funds which are available for poverty programs, in effect, in part at least separated for urban CAP funding and rural CAP funding? Would it be helpful if there were a certain number of Federal dollars which were set aside to be used for rural CAP funding and you were not finding that the rural programs were constantly in competition for funds with the urban programs? Would you feel this is desirable to have a certain number of dollars available for rural CAP programs?

Mr. TEMPLETON. I have given this a lot of consideration. No; I don't think so. I would rather see—and I would hope that there be a rural branch of the Office of Economic Opportunity established on the national level. Then the money which the rural would need would be working through this branch of OEO.

The reason I say no, I do not believe that earmarking for rural as opposed to urban, because there are situations, emergencies that might arise and this conceivably could become a handicap.

Mr. DELLENBACK. Of course, this does not necessarily mean that there would not be emergency funds or that there would not be a larger portion, if you will, set aside for urban poverty programs.

Mr. TEMPLETON. This is true. I think as of about February there was something like 17 percent of the allocation in rural development.

Mr. DELLENBACK. I think statistics will bear out that based on a population basis the urban programs have gotten a higher percentage of funds than have the rural programs which goes along to back up part of Mr. Templeton's and what Mrs. Small said.

Do you feel, Mrs. Small, it would be desirable to have a certain number of dollars allocated to rural programs so that you, in pushing rural programs, you were not in competition with urban demands?

Mrs. SMALL. I don't feel qualified to speak to this. It seems to me we should have paid more attention to what we were supposed to be doing if we were not in competition, I would hope we would get our fair share because it is just as important to prevent tragedy as to stop it after it has happened.

Mr. McELROY. I believe Mrs. Small has expressed by opinion on this. I do not feel qualified to pass on the merits.

Mr. DAY. Somehow or other somebody somewhere has to make a distribution and division between rural and urban.

Mr. DELLENBACK. Would you see this made in effect in the appropriation process?

Mr. DAY. I would not object to its being a minimum amount for that purpose. Within the legislation if you could provide for not less than a certain percent going to rural, not less than a certain percent going to urban, with an amount in between which could be used for discretion.

Mr. FLANDERS. I agree with this principle.

Mr. DELLENBACK. Thank you. And thank you, Mr. Chairman, very much.

Chairman PERKINS. Mr. Steiger.

Mr. STEIGER. Thank you, Mr. Chairman. The panel has been very very patient.

Let me just respond to Mr. Templeton, if I may.

In fiscal year 1967 the amount allocated to rural CAP programs was 32 percent. It is estimated that it will increase to 36 percent in

fiscal year 1968 which will provide for the funding of only 50 new rural CAP agencies throughout the country.

In Wisconsin alone we have nine that are awaiting funding. I would doubt that all nine in Wisconsin out of the 50 in the country will be able to secure funding.

Let me follow up because there are a number of things that can be touched on based on what all of you have said.

No. 1, can I get just a simple yes or no in order to conserve your time and the committee's time on the question of whether you all agree that we should have to the greatest extent possible versatile funding?

Mr. TEMPLETON. Yes, I think we should have versatile funding.

Mrs. SMALL. Yes, sir.

Mr. McELROY. Yes.

Mr. DAY. And I agree.

Mr. FLANDERS. I, also.

Mr. STEIGER. Thank you.

Second, it is proposed in H.R. 10682, which is the opportunity crusade which some of you have seen and some of you have not seen, that there be an urban-rural CAP split. I would hope that all of you might take a look at this because I think this does tend to make it possible for a rural CAP agency to stand on its own in determining its own priorities without the degree of competition which I fear presently exists.

Mr. McElroy is quite correct, a part of it I am afraid is based on the fact that there may be more noise in the urban areas than in the rural areas. I don't think that is a sound, valid basis for providing the funds because the needs can be equally as great in a rural area as they can be in an urban area. So I would hope that all of you might go back and review that portion of the opportunity crusade, and, frankly, I would hope you would agree to support it because I think it would do the kind of job that I think all of you think should be done in assuring there is equity in attempting to carry on an effective war against poverty. Would all of you be willing to comment about what is the role of the State technical assistance agency in your State? Is it strong? Is it weak? How well has it done in working with your agency and what ideas would each of you have, if any, on how to improve it?

Mr. TEMPLETON. I think as the OEO has come along they too have come along in improving in such a short period of time. Of course, I see them strictly as technical assistants, not in supervisory capacities whatsoever. I see them in assisting new agencies, the formation of new agencies, the agencies that have been organized, assisting them in preparing programs, or coordinating between the State agency and the local community action agency. This is a very vital, important role. I can see them becoming specialists in the field of manpower and education and so forth.

Mrs. SMALL. Since I am simply a volunteer lay worker I really don't have any experience to answer this question.

Mr. STEIGER. Has your director made any comment to the Board about it?

Mrs. SMALL. Not that I am aware of, not enough to establish a trend.

Mr. McELROY. We have had a very good experience with the State agency. We think they were largely responsible for our getting our

program underway. This is further evidenced by the State agency whose now regional director for the OEO, Mr. Walter Ricker, replaced Dr. Crook who is now in Washington in charge of VISTA. I have no particular suggestions as to how we might strengthen that organization's function.

Mr. STEIGER. Mr. Day.

Mr. DAY. We had a great deal of assistance from the State office initially in getting ourselves organized and in assistance in getting our first programs written. I believe that the State agency should, its proper role should be to give us technical assistance, advice, evaluation, and especially assistance in the location of resources and explanation of how these resources can be made available to the locality. I would very very strongly oppose priorities being distributed from a State office. I would also oppose having to get approval from a State office on projects. In other words, I do not want to have any more authority over us that we have to save for any particular project than we have now. It is a tough enough job to get all of this through OEO without having to duplicate that and put it all through the State office. That would be horrible.

Mr. STEIGER. Mr. Flanders.

Mr. FLANDERS. We had assistance from the State technical staff in our original funding. I felt that they were as ill informed as we were as to the procedures involved in our original funding. This may have been perhaps because of inexperience. I, on the contrary, feel that the Federal-State local partnership could and should play a vital role in this field. I think it is of vital concern to the State as well as to the local people that the areas are developed properly and fully and the funds are used to the best advantage.

Mr. STEIGER. Another feature of H.R. 10682 is the concept of a bonus over and above the funding made available for community action agencies and Headstart. It proposed that \$100 million for both community action and Headstart be made available on a matching 50-50 basis. If a State wishes to expand its program by putting up some money the Federal Government will match it on a 50-50 basis in order to expand the money available.

We have all talked about the degree and importance of the involvement of all units of Government. My question is, Would you think that there is some value to the concept of attempting to involve the other units of Government in the actual funding operation through this kind of bonus feature?

Mr. FLANDERS. Yes: I do. I sincerely feel that the partnership has to be all the way down the line in order to give the ultimate benefit to the people. I think if you are cutting out every local unit of government, every State unit of government between the Federal and servicing which is done through a community action program you are cutting out the whole middle area which must accept some responsibility as well.

Mr. STEIGER. Mr. Day.

Mr. DAY. I would hope that as we go along on these programs and we prove them or disprove them and those that are proven would become accepted by the communities, that the communities and the States would take over. Maybe on a permanent plan of Federal assistance. The Federal Government is now moving more and more into educa-

tional assistance and so on. But to face the States with the necessity of providing 50 percent of the cost of these projects at this time——

Mr. STEIGER. Only if they wanted to. This is a voluntary feature. Only if the State desired to do so.

Mr. DAY. If the State did not what would happen?

Mr. STEIGER. The money would not go to the State.

Mr. DAY. Now you realize that the States, at least our States' tax resources are pretty much overtaxed at the present time. We have difficulty raising enough money to handle our present State functions. I would suspect that the States would be rather reluctant to put up the amount of money that would be necessary to be 50 percent of the present money put in this type of program.

Mr. STEIGER. It is not 50 percent of the present money. This is a completely new feature. This would be a bonus feature. If the State wanted to come in and expand what the local community is doing on a matching basis.

Mr. DAY. We have done that locally, not on the State basis. We can't get funding for something, and if we can justify it, either local institutions or the county government has stepped in and given us money. We have not had this experience with the State. We have not tried it.

I think at the present time that if the State could appropriate money for this purpose I would hope they would.

Mr. McELROY. The feature of it as being a bonus has appeal. However, I agree with Mr. Day that I don't believe that the States are in a position at this time. I know that we just do not have the fundraising abilities to match those that our Federal Government has. If this program is successful I think we would look forward to the time when the sheer economics of the thing justifies the local continuance of it without Federal support because if it is successful we will increase the economy of our communities to where the additional funds from Federal sources will not be necessary. I think it is very important that the 90-percent feature be continued for some time.

Mr. STEIGER. Mrs. Small.

Mrs. SMALL. This may not be a realistic view but I would wish that the entire antipoverty program were State supported and locally supported, if you will. However, this is not possible with the funds available, taxable funds available in the States. Until such a time as Mr. McElroy said, when we are able to raise our economic standard to meet the requirements economically statewide, I think 90-10 will have to stand to have the programing.

Mr. STEIGER. What about the bonus feature?

Mrs. SMALL. Well, I am speaking in respect to that, too. I think ideally it is wonderful. Practically, I think we will find it difficult to get the States to go along because they cannot.

Mr. STEIGER. Mr. Templeton.

Mr. TEMPLETON. Not knowing the details, the financial structure of the State of Kentucky, it would be my opinion that they could not financially come up with their share. If they could, surely we would have kindergarten in the State today. We do not understand the public school system. I wonder also within H.R. 10682, as is proposed, who would establish the guidelines in the conduct of the program at the local level. Would this be a Federal guideline, or would it be State, or would it be on the local level? Now, this within itself, I think, has a real

bearing on whether I could say I would agree with H.R. 10682 or not because I think those questions will have to be answered first.

Mr. STEIGER. Just to comment on the last question as to what is the proposed method of operation. It is an attempt to provide additional funds for those programs which a local community action agency will develop under the system of CAP, under the Opportunity Crusade, HEW, and OEO. The guidelines would be as they are now. This would be an attempt to provide additional funds for ongoing program.

Mr. TEMPLETON. Congressman, may I ask you, in H.R. 10682, if this were going to HEW, then would it be the prevailing guidelines?

Mr. STEIGER. If you put them under HEW I am not sure, to be very truthful, that you can really tell whether they would remain under existing guidelines or not. There is, of course, a transition period when the guidelines would remain the same. You are raising fears that I have about OEO. Their guidelines change constantly as their personnel change, which to me is the wrong way to run the program. The guidelines should not change when you get a new person in and should not be dependent on the regional director or the analyst for the group of States he may be working with. I am sure you can raise the same fear under the present structure.

Mr. Chairman, Mr. Flanders indicated that he had a two-page outline of the Fond du Lac County community action programs. I would ask unanimous consent that this be inserted in the record.

Mr. STEIGER. There is what I consider to be a very good discussion of the Fond du Lac program. Which touches, for example, on some of the questions Mrs. Green raised about the actual operation in Fond du Lac County of the economic opportunity committee. Would it be possible to have those inserted in the record?

Chairman PERKINS. Without objection, it is so ordered.

(The information follows:)

SUMMARY OF COMMUNITY ACTION PROGRAMS

Fiscal 1966: Program Development: Locate poverty, assess resources, plan programs.

Fiscal 1967:

Conduct and Administration:

Plan, implement, administer programs.

Coordinate community services.

Senior Citizen Centers.

Homestead Tax Relief.

Services in Action.

Day Care Centers: Fond du Lac.

Summer Headstart: Ripon, Calumet, North Fond du Lac.

Opportunity Center: Fond du Lac County.

Fiscal 1968:

Continue:

Conduct and Administration.

Day Care Center.

Opportunity Center.

Start Additional Senior Citizen Centers.

Preliminary Planning for New Programs:

Youth Employment Service.

Neighborhood Youth Corp.

New Careers Program.

Legal Services Program.

Component program status report

Component No.	Program	Dates	Months	Funds approved			Federal funds received		
				Total	Non-Federal	Federal	Date	Amount	Percent
6-1	FISCAL YEAR 1966								
	Program development	June 1966-November 1967	6	\$11,032.54	\$1,094.54	\$9,338	Aug. 30, 1966	\$9,338.00	100
7-1	FISCAL YEAR 1967								
	Conduct and administration	December 1966-November 1967	12	38,651.00	5,030.00	33,621	Jan. 16, 1967 Mar. 6, 1967 June 5, 1967	13,448.00 6,724.20 6,724.20	40 20 20
7A-3	Total								
	Day care center	March-November 1967	9	40,267.00	4,808.00	35,459	Mar. 30, 1967 June 5, 1967	28,896.80 14,183.60 14,183.60	80 40 40
706	Total								
	Summer 1967, Headstart	June-August 1967	2	14,307.00	2,864.00	11,443	June 14, 1967	28,367.20 2,853.25	80 25
7-2	Opportunity center	March-November 1967	6	7,409.00	699.00	6,710	June 29, 1967	6,710.00	100
	Day care center, transportation supplement	do	9	1,848.00	0	1,848	do	1,848.00	100
7A-3 7	Ripon School, Headstart	September 1967	9	23,233.00	8,449.00	14,784			
	Summary:								
	Fiscal year 1966			11,032.54	1,094.54	9,338		9,338.00	
	Fiscal year 1967			125,715.00	21,880.00	103,835		68,675.25	
	Total			136,747.54	23,574.54	113,173		78,013.25	

Note.—Non-Federal contribution for all programs provided by: Funds in cash, Fond du Lac County Board of Supervisors, \$2,414.54; in-kind contribution of community (space, equipment, services, volunteers, materials) \$21,880; required ratio of contribution, Federal, 82.8 percent, non-Federal, 17.2 percent, plus items not accounted.

2716 ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

CONDUCT AND ADMINISTRATION PROGRAM

Funded.—From 12/1/66 To 11/30/67. No. Months Completed 7½. No. Months Approved 12. No. Months Planned 12—1967, 12—1968.

Cost of Program.—Total \$38,651.00; Federal \$33,621.00; NON-FED. \$5,030.

Location.—Fond du Lac, 82 North Main Street.

Area Served.—Fond du Lac County.

Groups Served.—Low income families throughout County, all citizens.

Number Participants.—See separate components.

Scope and Content of Program.—Locate poverty, assess resources, provide stimulation and incentive for Fond du Lac County to mobilize its resources to combat poverty; plan and implement needed programs to effect permanent increase in the capacity of individuals, groups and communities afflicted by poverty to deal effectively with their own problems so they eventually need no further assistance.

Staff

Number	Job title	Professional	Low income nonprofessional
5	1 executive director.....	1	-----
	1 deputy director.....	1	-----
	1 secretary.....	1	-----
	2 nonprofessional aides (half time).....	-----	2

Coordination With Other Resources.—Close working arrangements with FDL County Welfare, State Welfare; FDL Children's Board; Senior Citizen Centers; Wisconsin State Employment Service; Vocational Rehabilitation; FDL Vocational & Technical Institute; City, County, State Health Depts.; Marian College; FDL County Guidance Clinic; All School Districts; Churches, religious groups; Service-oriented groups; COUNTY, City and village government units; University of Wisconsin Extension Service.

Objectives.—Increase capacity of individuals, groups, communities to permanently step out of poverty cycle; coordinate community resources for greatest effectiveness; communicate services available to reach people who need them; involve the poor in planning, policy making and operation of programs; involve the TOTAL community in community betterment; locate local sponsoring groups for non-Federal share of cost.

Work Program.—Conduct and Administration plans, operates and administers the component programs (Day Care, Head Start, Opportunity Centers); provides initial stimulation and catalytic action for Senior Citizen Centers; runs special emphasis programs (Homestead Tax Relief, Assistance, Services in Action-Resource Fair); coordination of Community services; acts as liaison between services and people; serves as advocate for the poor—assistance in using resources.

Evaluation.—Component Programs are regularly reviewed and assessed by: FDL-EOC Board of Directors; FDL-EOC General Committee; Advisory Boards of Professionals and low-income participants; Open meetings, news articles, radio programs keep the general public advised of programs—comments by the citizenship are frequent, pertinent and welcomed.

Future Planning.—Continue Present Component:

Conduct & Administration: Same.

Day Care: Increase by 2 rooms, eventually sliding scale.

Opportunity Center: Continue individuals guidance, explore Neighborhood Youth Corps, New Careers Program and Manpower training and development areas.

Increase coordination and communication role.

Expand Senior Citizen programs to Western half of County.

HEADSTART, DAY CARE CENTER PROGRAM

(2 classes of 15 children each)

Funded.—From 3/1/67 to 11/30/67. No. Months Completed 4½. No. Months Approved 9. No. Months Planned 9—1967, 12—1968.

Cost of Program.—Total \$42,115.00; Federal \$37,307.00; Non-Fed \$4,808.00.

Location.—Fond du Lac, Church of Peace, 150 S. Military Road.

Area Served.—City of Fond du Lac plus approximately 15-mile radius surrounding towns. Children from Eden, North Fond du Lac, Town of Fond du Lac and Mount Calvary area.

Groups Served.—3 to 5 year old children of low income families.

Number Participants.—Direct: 30 pre-school children. Indirect: 36 parents, 102 brothers and sisters.

Scope and Content of Program.—A year-round, full day program combining good physical care, supervision and pre-school education for the child; education, training and encouragement for families to break the cycle of poverty.

Staff

Number	Job title	Professional	Low income nonprofessional
1 ³	1 staff administrator-teacher.....	1	-----
2 ⁴	1 teacher.....	1	-----
3 ⁵	4 mother-aides.....	(4)	4
	1 cook.....	1	-----
	1 janitor.....	(5)	1 $\frac{1}{2}$

¹ Full time.

² Half time.

³ 4th time.

⁴ 5 hr. daily.

⁵ 2 hr. daily.

NOTE.—Staff is augmented by approximately 40 hr. per week of volunteer time. Originally volunteers from Marian College students. Presently 60 percent of volunteer time is by mothers of children in day care; balance, community citizens at large.

Coordination With Other Resources.—

FDL County Welfare—Admissions, referral, in-services, parent sessions, close, regular work with caseworkers, supervisors.

FDL County Guidance Clinic—Admissions, referral, in-service for staff, parent sessions, counseling of children and parents, evaluation of needs of children.

FDL County Health—Advisory Board, referrals, in-service for staff, follow-up on medical needs of children.

FDL City Health—Admissions, referrals, child and family health services.

State Board of Health—Admissions, advisory, in-service, parent sessions, child evaluations, expert consultation in fields of nutrition, Dental health, child development.

Joint School District No. 1 FDL—Admissions, referrals to Center, follow-ups to schools, provide equipment, materials, conferences on needs of children and families.

Marian College—Advisory Board, volunteers, educational consultation.

Recreation Dept.—Coordinated use of all child programs.

Medical and Dental Assoc.—Advisory Board, consultation, education.

FDL Children's Board—Advisory, Admissions, referrals, follow-ups.

PROGRAM

Objectives.—Provide good care for children; increase child's self-confidence and self-image; promote good health thru nutrition, rest, medical and dental examinations and follow ups where needed; increase readiness for school and school-type activities; encourage positive group activities, play, socialization; teach parents improved ways to meet the needs of children; assist families to use existing resources; enable parents to up-grade through education and job-training by providing child care while they work or go to school.

Work Program.—Good care, year-round 5 days a week from 7:30 AM to 5:00 PM; good health habits—hot lunch, 2 snacks, nap, exercise; social services—Medical and Dental exams and follow-ups; psychological and social services to meet child's needs; pre-school education including music, art, language arts, readiness for school; introduction to group play, group activities; parent program involves the families in meetings, discussions, child care education. Parents assist in all phases of Center operation.

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Evaluation.—Children showing really great gains in confidence, verbal skills and readiness for school; health improvement very apparent—increased nutrition, regularity of meals, adequate rest and exercise; referrals to appropriate resources have resulted in glasses, tonsillectomies, treatment for emotional disturbance and malnutrition; parents are successfully running their own very active Parents Club featuring Child care education, recognition of child needs, increased responsibility by parents.

Future Planning.—Plan to continue the present 2-room Day Care Center, Propose to add a supplementary 2-room Head Start Center. Eventually hope to establish a series of sliding-scale Day Care Centers throughout the County open to low-income families without charge, and to working mothers with higher income on a proportionate fee basis.

FULL YEAR HEAD START PROGRAM, RIPON

Funded.—From 9/5/67 to 6/3/68.

Cost of program.—Total: \$23,233.00; Federal: \$14,784.00; Non-Fed: \$8,449.00.

Location.—Roosevelt School, Ripon.

Area Served.—Ripon.

Groups Served.—Children of low income families and their families.

Number Participants.—15 children and parents.

Scope and Content of Program.—A nine month pre-school program to aid the child and family. To prepare the child for a more successful start in school and make the parent aware of the physical, mental and emotional needs of the child.

Staff

Number	Job title	Professional	Low-income nonprofessional
1	Teacher	1	1
1	Teacher-aide		

Inkind Contribution.—Volunteer, Nurse, Psychometrist, Social Worker, Cook, Janitor.

Coordination With Other Resources.—Coordination and cooperation of Ripon School System and County and State Welfare Department.

Objectives.—1. To better prepare the child for school. 2. To break the cycle of poverty for families by working closely with all members of the family. 3. To give the children and families a positive image of themselves.

Work Program.—A half day of pre-school activities with emphasis on language development, large muscle skills, coordination, good health practices, etc.; parent participation, up-grading with emphasis on parent involvement and leadership.

Evaluation.—A careful study will be made of each child and the development attained in a year of Head Start; family evaluations will be made to determine the impact of a longer program; parents will be asked to evaluate the program from their own view-point.

Future Planning.—If the evaluation proves that Full Year Head Start has improved the chances of the child and family the Advisory Board would offer other School Superintendents the opportunity of developing a full year Head Start in their areas.

SUMMER HEADSTART PROGRAM

Funded.—From 6/19/67 to 8/18/67.

Cost of Program.—Total \$14,307.00; Federal \$11,413.00; Non-Fed. \$2,894.00.

Location.—Calumet School, Calumetville; Washington School, North Fond du Lac; Ceresco School, Ripon (Fond du Lac County).

Area Served.—Fond du Lac County.

Groups Served.—Children of low income families and their families.

Number Participants.—34 children, 35 parents.

Scope and Content of Program.—A nine week pre-school program to aid the child and family. To prepare the child for a more successful start in school and make the parent aware of the physical, mental and emotional needs of the child.

Staff

Number	Job title	Professional	Low-income Nonprof- essional
3	Teachers.....	3	-----
3	Teachers aides.....	-----	3
3	Cooks.....	-----	3
1 1	Social worker.....	1	-----
1 1	Aide.....	-----	1
	Total.....	4	7

¹ Half time.

Coordination With Other Resources.—Use of Resource people on boards and for parent meetings; cooperation with school superintendents and personnel for programs; cooperation and coordination with Welfare (County and State) Children's Board and County Nurses for intake process.

Objectives.—1. To give the child experiences that will broaden his growth and aid his readiness for school. 2. Work with the families to help break the cycle of poverty. 3. To give the children and families a positive image of themselves.

Work Program.—This includes a half-day of activities including: Art, music, language development, rest, play and nutritious meals and snacks; the parent program consists of sharing talents, round-table discussions on health, growth and development, mental health and various field trips.

Evaluation.—The program is about half over and there have been many improvements in the children. A shy child has become more talkative, an over-active child has channeled his activity into more meaningful projects, some wetters and thumb suckers have stopped. The parents are becoming much more positive in their outlook and have assumed responsibility for their own meetings. The parent advisory board will be given an evaluation of the program and also asked to evaluate its impact on their own areas. They will then decide if Summer Head Start should be renewed in their area, extended or dropped completely.

OPPORTUNITY CENTER PROGRAM

Operated without special funding from 1/1/67 to 5/30/67 thru C. & A.

Funded.—From 6/1/67 to 11/30/67. No. Months Completed 1½. No. Months Approved 6. No. Months Planned 12.

Cost of Program.—Total \$7,409; Federal: \$6,710.00; Non-Federal \$699.00.

Location.—Fond du Lac, 82 North Main Street.

Area Served.—Fond du Lac County.

Groups Served.—Adults in need of employment up-grading.

Number Participants.—Approximately 50.

Scope and Content of Program.—Guidance, counseling, encouragement, assistance to help low income people up-grade their skills to increase earning potential; responsible for the planning, implementing and administration of various programs: Youth Employment Service, Neighborhood Youth Corps, New Careers Program.

Staff

Number	Job title	Professional	Low income Nonprof- essional
1½-----	1 opportunity director..... 1 secretary (half time).	1	1

Coordination With Other Resources.—Referrals to and from Opportunity Center, consultation and close working cooperation with: Wisconsin State Employment Service; MDTA Training courses; Vocational and Technical Institute; Marian College; State and County Welfare Departments; FDL Guidance Clinic; Vocational Rehabilitation; Service oriented groups, churches, clubs, organizations.

Objectives.—Counseling, guidance, testing to determine individual potential; training, education, vocational upgrading; supportive services through training to insure success; assistance with job placement at completion of training; initiating new programs for non-professionals leading to self-supporting employment: NYC, YES, New Careers.

Work Programs.—Opportunity Center operates on a individual basis with clients in up-grading programs, acting as liaison between client and all needed community resources. Opportunity Center will be administering agency for new programs aimed at manpower training and development. At present these are in the earliest planning stage, but will include: Youth Employment Service (jobs for 14-18 year olds), Neighborhood Youth Corps (in-school jobs for teens), New Careers—non-professional training programs for adults 22 and over.

Evaluation.—NA.

Future Planning.—Continue individual counseling of Opportunity Center; prepare application for new programs.

YOUTH EMPLOYMENT SERVICE PROGRAM

Funded.—From 6/14/67 to 8/15/67. No. Months Completed 1. No. Months Approved 2. No. Months Planned Perm.

Cost of Program.—Total—; Federal—; Non-Federal—. No separate funds—thru Opportunity Center.

Location.—Fond du Lac.

Area Served.—Fond du Lac County and surrounding areas.

Groups Served.—Teenages, 14 thru 18 yrs. old.

Scope and Content of Program.—YES functions as a regular employment service operation, but on a much smaller scale. Each applicant fills out an application card; it interviewed by the community aide; applicant is referred to the most suitable opening; follow-up is done and recorded.

Staff

Number	Job title	Professional	Low income nonprofessional
2	Half-time community aides.....	-----	2

Coordination With Other Resources.—Excellent community support in many areas. Existing agencies use YES rather than running their own private employment service on the side. Radio and news media have provided many services, excellent coverage regarding advertisement. Private business organizations have donated time, services and "know how" without charge. Employment Service has provided mailing, printing of posters and fliers. The Youth Council donated many hours of volunteer time for distributing 10,000 fliers, putting posters up. (They held a dance and raised \$60.00 to help the program.)

NOTE.—YES was thought of, planned and made operational within one week!

Objectives.—YES was initiated to fill an existing need for youth seeking employment in the Fond du Lac area. YES acts as a clearing house for all jobs which young people can qualify. It affords teenagers an opportunity to enter into the world of work by providing all necessary services to achieve meaningful work experience.

Work Program.—YES has a staff of 2 teenagers, each on a part time basis: 1 in A.M.; 1 in P.M.; 5 days per wk. They have been provided: use of office space, desk, telephone and office supplies by WSES. YES community aides are hired by and are responsible to CAP.

Evaluation.—Very favorable to date. 65 teenagers placed on jobs. Excellent compared to some surrounding communities. Recommended for year-round operation.

Future Planning.—Not known if CAP can fund YES in future. Neighborhood Youth Corps, if funded, is designed to fill such a need. Long range goal: have YES completely sponsored by some local organization i.e. Jaycees, Lions, etc.

SPECIAL SERVICES TO THE AGED

Initiated by: FDL-EOC Conduct and Administration.

Multi-purpose Senior Citizen Centers to serve the many needs of the aged were initiated through research, leadership and coordination of the Fond du Lac Area Economic Opportunity Committee, Inc.

Since this is an area that can be well handled by the local communities, the committee arranged for all funding of Centers to be arranged directly by local governmental units and the Commission on Aging.

The role of FDL-EOC was primarily catalytic, organizational and coordinating. It does not retain any direct control and finds that the Centers are very well attended, serving multiple needs regularly and will unquestionably be continued indefinitely in our communities.

Senior centers, Fond du Lac County—Projects funded

	Number (months)	Total funds	Federal	Non- Federal
North Fond du Lac.....	36	\$11,498.00	\$7,626.40	\$3,871.60
Fond du Lac.....	36	22,677.00	17,008.74	5,668.26
Rosendale.....	36	3,000.00	1,850.00	1,150.00
Campbellsport.....	36	11,842.28	7,389.91	4,452.37
Total.....		49,017.28	33,875.05	15,142.23

Employees:

Fond du Lac: 1 full time Center Director—Volunteers.

North Fond du Lac: 1 part time Center Hostess—Volunteer Center Mgr.

Rosendale: 1 part time Center Hostess.

Campbellsport: 1 part time Center manager 2 part time Center Hostesses.

The Senior Centers Function as Follows:

A drop-in Center available without charge to all older people. A place to drop in, have a cup of coffee, read the paper or magazine, visit and talk with friends, rest, leave parcels, participate in games, pool, television.

A social Center with regular programs offered: parties, pot luck suppers, movies, lectures, community singing, games, trips.

An information center with printed materials on Medicare, Social Security, Tax Rebate, health needs, retirement, etc. Speakers, specialists and resource people will be invited at times to personally aid in these areas.

A referral Center to refer people to the services they need in Welfare, nursing, health and finance.

An employment clearing house to help older people find part time jobs that they are able to handle.

An educational center bringing courses to the elderly. Driver's re-training, retirement planning, budgeting, family living, arts and crafts, etc.

Volunteer service coordination center . . . helping older people use their time and talents, skills, abilities and experience to serve others in the community.

The funding for Senior Centers is done thru the State Commission on Aging on a three year basis; divided as follows:

Year 1: Federal Funds 75%, Local 25%.

Year 2: Federal Funds 60%, Local 40%.

Year 3: Federal Funds 50%, Local 50%.

Year 4 and after: Local 100%.

This is achieved by arranging for the local governing bodies to contract with the State Commission on Aging.

THROUGH CONDUCT AND ADMINISTRATION: SPECIAL PROJECT

No special Funding.

HOMESTEAD TAX RELIEF

What It Is

Homestead Tax Relief Act provides for a rebate of real estate taxes or rent paid by Senior Citizens with low incomes. Few eligible people have applied because they either had not heard of it or did not understand how to use it.

FdL-EOC promoted wide knowledge of Homestead Act through newspaper articles; radio spots and party line presentation; letters to groups, clubs, organizations; through churches (church bulletins and church announcements); senior citizen meetings.

A workshop to assist applicants in filing was set at the main office on January 12, 1967. Over 400 people applied the first day and another 400 applied between that date and April 15th, last filing date.

Complete records are not available but partial records indicate 96 persons received refunds amounting to \$8,199.70.

We estimate that this is approximately one-half of the actual figure. Precise records were not available because:

The more complex tax problems were not handled by us, but referred to State Tax Department for completion.

The first day's crowd so overwhelmed the staff that emergency help from the State Tax Department and Commission on Aging were called in and did not record applications handled.

A total of 4 special Workshops were held at Fond du Lac, Campbellsport, North Fond du Lac and Rosendale.

We plan to sponsor Homestead Tax Workshops each year from January 1st to April 15th as a part of the Conduct & Administration activities.

SERVICES IN ACTION, A RESOURCE FAIR

What Is It

"Services in Action" is a one day Resource Fair to display visually, with printed materials, and with a program, the many facets of service available to the community.

When

May 23, 1967.

Free Fair—open to the public. 10 AM to 8:30 PM.

Program—"Services for Children and Youth"—7:00 PM.

Where

Fond du Lac Recreation Center and the Cow Palace at the Fond du Lac County Fairgrounds. Use of both buildings has been made available by the County Board of Supervisors.

Who Can Participate With a Booth

Any group that provides service to citizens. Participants will include governmental agencies, public and private welfare groups, service oriented organizations, special services of education, labor, industry, professions, etc. Free materials can be distributed. No items will be sold at the Fair.

Who Will Be Welcome To Attend

All citizens, the community at large.

Public will be invited through news stories, radio publicity.

Problems That Led To Planning the Fair

1. Service organizations do not always know about each other.
2. Services are fragmented, each attacks problems from one facet.
3. The community at large doesn't know about all services, specifically people who need services don't know what is available to them.
4. Service-providing agencies share a common problem of "getting the message" out to eligible people.

Goals of "Services in Action" Day

1. To *gather* and share information.
2. To *establish* communication lines.
3. To *make* information available, in one place, of all resources of the community.
4. To *deliver* resources to those who need them.
5. To *attempt* to *coordinate* programs to respond most effectively to needs.
6. To *modify* and *enrich* programs to respond most effectively to needs.
7. To *discover* gaps in service that need future attention.

How Can Your Staff or Members Benefit

1. Collect materials explaining widest range of services.
2. Meet with staff and members of other services.
3. Establish working relationships for future coordination.
4. Broaden outlook regarding spectrum of services.

Is There Any Cost

There is no admission charge.

There is no charge to participants.

Each group will be expected to provide for itself :

Visual display for wall,

Card table with materials,

Pass out information sheets,

Referral cards (if desired),

Any printed materials it wishes to distribute,

No sales will be permitted except that coffee, light refreshments will be sold by WORKSHOPS, INC.

"The Community Services Committee for the Handicapped" has assisted in planning and is cooperating fully with the "Services in Action" Day.

61 groups participated in Services in Action Day.

32 Government agencies or paid staff

29 Service groups

COMMUNITY ACTION PROGRAMS

Purpose

To effect a permanent increase in the capacity of individuals, groups, and communities afflicted with poverty to deal effectively with their own problems so that they ultimately need no further assistance.

Goals

Program development stage :

1. Locate and identify poverty.
2. Assess and evaluate existing services.
3. Involve TOTAL community.
4. Coordinate existing services.
5. Communicate resources to the poor.
6. Plan needed programs to fill gaps.
7. Locate local sponsoring support.
8. Establish priorities on basis of greatest need.

Administration of programs :

1. Initiate and administer programs.
2. Coordinate new programs with existing resources.
3. Outreach to the poor.
4. Public education, both poor and total community.
5. Evaluate constantly for maximum real effect on poverty.
6. Act as advocate of the poor.
7. Follow-up so apparent gains become permanent improvements.
8. Lay groundwork for increased community sponsorship so that ultimately programs become an integral part of community services.

Comment

Both phases continue simultaneously. While we are now administering Day Care, Headstart, Opportunity Centers, we are Program Developing Neighborhood Youth Corp, New Careers Program, Possibly Legal Services Program. We have already "spun-off" Senior Citizens Centers.

Long range CAP goals should be to : Turn smooth running programs over to the community when they are ready, administer programs as long as needed, develop new programs to meet unmet gaps in service, continuously evaluate to see which programs are at which stage.

Greatest Strengths of Community Action Programs

1. The REAL participation of the poor in shaping their destiny.
2. Utilization of low-income people as non-professional aides, Day Care assistants, community aides, outreach people.

Benefit to them : Job training, upgrading, raised sights, increased potential.

Benefit to CAP : Understanding, rapport, realistic view of poverty.

Benefit to recipients: People working for them who understand, think, feel, and know life from the same point of view.

3. Flexibility to innovate, experiment and try new approaches to old problems.
4. Coordination role made possible by being "outside" old-line agencies.
5. Having a full time professional and non-professional staff available to act as "advocates of the poor".
6. Funds available to support dynamic services that are too expensive for a local community to initiate (Example: Comprehensive Day Care for the poor).

Weakest Spots in Community Action Programs

1. Necessity to make all plans short range.
2. Reliance on annual appropriations, letting one-half a fiscal year go by before fund approval is made on programs.
3. Inability to establish long range master plans leading to eventual write off of Federal funding.

4. Arbitrary, inflexible definition of "poverty"

Guideline of \$3,000 annual income for a family of four means a totally different way of life in Appalachia, Indian reservations, Chicago inner core and Fond du Lac County. We work with many people who are definitely hampered by poverty who have incomes slightly above established guidelines. Would suggest some sliding scale flexibility depending upon living costs in area and individual circumstances.

4. "Earmarked" funds with earmarking varying each year. We are planning now for 1968, 1969, 1970 and later. CAP should be able to plan locally, use community needs, not earmarked funding of programs, to determine course of action.

IN PLANNING STAGE—NEIGHBORHOOD YOUTH CORPS, INSCHOOL AND SUMMER PROGRAMS

Funded.—From—To— No. Months Completed.—No. Months Approved.—No. months planned 12.

*Location.—*Fond du Lac County.

*Area Served.—*Fond du Lac County.

*Groups Served.—*Youth attending 9th thru 12th grades and other criteria.

*Number Participants.—*100 planned.

*Scope and Content of Program.—*Inschool program is designed to help youth from low-income families to stay in school. It provides part-time work coupled with counseling, remedial education and vocational training. Summer program provides disadvantaged youth with full time jobs for summer months. Financial assistance, gaining valuable work experience encourage them to continue their education.

*Staff.—*Number: Too early. Job Title: Being Planned.

*Coordination With Other Resources.—*By the very nature of this program all community resources, both urban and rural, will play a vital role.

WSSES: Recruitment, selection and referral, supportive services: counseling, testing, etc.

FDL Welfare: Verification of income and recruitment.

8 High School Districts: Focal points for local areas of operation.

Various agencies, municipalities, county and city departments will provide work sites and other necessary services.

*Objectives.—*To provide wide range of work experience along with necessary supportive services. Work training will come mainly from 5 major fields: 1) Health, 2) Education, 3) Welfare, 4) Recreation, 5) Conservation.

NYC will be planned, implemented and administered by Opportunity Center component.

*Work Program.—*NYC will be conducted on a county-wide basis with the 8 school districts or focal points for their surrounding communities. Examples of work opportunities: library aides, nursery school attendants, landscape assistants, nurse's Aides and hospital orderlies, conservation workers. There examples may be used for the inschool programs (15 hrs. per wk.) or Summer program (40 hrs. per wk.).

*Evaluation.—*NA.

*Future Planning.—*NA.

NEW CAREERS PROGRAM, TITLE II, SECTION 205(e) EOA

Funded.—From—To—. No. Months Completed—. No. Months Approved—. No. Months Planned 12.

Location.—Fond du Lac County.

Area Served.—Fond du Lac County.

Groups Served.—22 years or older and meet other criteria.

Number Participants.—100 Planned.

Scope and Content of Program.—This program will contribute to and facilitate the process of designing and creating new careers jobs in public service areas for sub-professional personnel.

Staff.—Unknown, too early to tell.

Coordination With Other Resources.—Involvement within the total County will require cooperation in the widest sense.

WSES: Recruitment, selection and referral and supportive services.

FDL Welfare: Verification of income criteria, etc.

Agencies who represent potential employers as listed on attached sheet will of necessity become an integral part of this program.

Objectives.—Basically has 3: (1) Assist in developing entry level employment opportunities, (2) Provide maximum prospects for advancement and continued employment without federal assistance, (3) Combine vocational training with necessary supportive services, i.e. educational training, counseling, etc. New Careers will be planned, implemented and administered by Opportunity Center component.

Work Program.—Enrollees will be assigned to work areas, see examples on attached sheet.

Evaluation.—NA.

Future Planning.—"New Careers" would seem to hold for our community the greatest potential for offering services and assistance to those who are in the greatest need of training and up-grading.

Examples of subprofessional or "New Career" positions which might be developed in connection with projects under sec. 285(e) of the Economic Opportunity Act, as amended

Agency	Task categories	Possible job titles
Schools.....	Assist truant officer, visit family, develop resources, agency referral. Under school nurse, visit homes to teach hygiene and health improvement. Assist librarian and teachers in working with slow readers. Conduct reading and language laboratories. Tutorial and remedial, home visitation, personal assistance, clerical and machine operations, facility coordination. Supervise recess, physical training activities, free time supervision, physical therapy, and other therapies prescribed by professionals, particularly with physically handicapped children. Supervise and conduct examinations and tests. Score tests, keep records.	Attendance developer. Health educator. Reading developer. Education assistants. Physical developers. Test monitors.
School libraries.....	Process books, file, stack books, keep records, clerical work, supervise craft and club activities. Operate substations, bookmobiles, recruit readers.	Library assistants. Outreach librarian.
Delegate agencies of CAA's.	Information giving and taking—Advice, educate, transportation, communication, etc. Direct contact with individuals organizing community groups, liaison with professional staff, community organization. Intake, interview, clerical, filing, etc., communications.	Neighborhood worker. Community developer. Intake clerk.
Employment service and programs.	Recruit, inform, advise, interpret, provide liaison, assist clients in seeking services, provide intake and data-gathering service, clerical and filing.	Employment worker.

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Examples of subprofessional or "New Career" positions which might be developed in connection with projects under sec. 205(e) of the Economic Opportunity Act, as amended—Continued

Agency	Task categories	Possible job titles
Public or private social agencies.	Temporary emergency service, child and older person care, budget, hygiene, health nutrition, etc., instruction and demonstration, family maintenance. Caseworker assistance, transportation, information gathering and dissemination. Inform, demonstrate, instruction and assistance in procurement and utilization of surplus commodities. Personal and group programs designed to inform poor of services available and method of obtaining them. Planned parenthood and other service agency assistance.	Homemaker service workers. Caseworker aide. Commodity utilization developer. Information assistant.
Child care centers-----	Non-Headstart care and training of children; supervise group activities, feeding, reading, bathing, etc.	Child care instructors.
Health-----	Work with health professionals in hospitals, health clinics, and homes to link services and people; provide referrals, treatment, and followup service and/or health education. Inspection code enforcement, health education instruction and guidance. Trainee position, bath patients, take and record temperature, pulse, respiration, apply simple dressings, give uncomplicated treatment, assist in treatment and examination. Perform simple laboratory tests, such as urinalysis, blood tests, biological skin tests; take responsibility for the care of the laboratory animals; take responsibility for the maintenance of the laboratory equipment; type blood for transfusion. Prepare patients for X-ray; affix protective lead plates; assist in keeping of X-ray room records; develop plates; manipulate switches. Prepare patients for examinations, treatment, and dental surgery, and assist dentist; develop X-ray plates, maintain instruments and equipment.	Community health service worker. Sanitation assistant. Nursing assistant. Laboratory assistant. X-ray technician assistant. Dental aide.
Mental hospitals, clinics.	Assist with therapy, group conferences, listening, supportive assistance, liaison with professional staff.	Service workers.
Court—Juvenile and adult probation and parole officers.	Maintain direct contact with family of persons to be sentenced; gather information, establish assistance, probationed parolee contact—counsel, assist and maintain contact; counsel, advise and provide service assistance to families of and prison inmates.	Casework aide.
Legal services-----	Receive information, gather evidence, continue contact with clients and/or family; provide communication between attorney and client.	Legal aide.
Police-----	Operate intake and service program, receive calls, interpret, etc. Monitor parking areas, assist in traffic and safety work, aid in accident data gathering, record-keeping, and research; education programs with schools, safety patrols.	Communications worker. Reinforcement aide.
Recreation and social agency.	Supervise and coordinate activity programs in playgrounds, clubs, centers, etc.	Recreation aide.
Housing authority-----	Operate center activity, relate professional to residents; intake and interview, keep records on housing code enforcement.	Service worker code enforcement worker.
Urban renewal-----	Communicate, organize, inform, provide service to relocatees, assist in finding housing, moving, settlement.	Relocation assistant.
General private and public, Federal, State, local.	Index, file, maintain records, receive and route mail, operate simple machines, data development.	Clerical.
Government agencies----	Lookout, inspect public grounds for compliance, put out fires, clean burned area, fell snags, brush, etc. Collect soil samples, assemble information, explain conservation methods; prepare records. Measure and mark, record tree species and size, thin, plant, prune, enforce rules, keep records, answer questions.	Fire control aide. Soil conservation aides. Forestry aide.

COMMUNITY ACTION MEANS YOU WORKING TO HELP YOUR COMMUNITY BECOME A BETTER PLACE FOR ALL ITS CITIZENS

Volunteers are now:

1. Working in the Senior Centers as Hosts and Hostesses.
2. Painting and building at the Senior Center.
3. Being Foster Grandmas and Grandpas to families.
4. Offering help with the Day Care Center.
5. Redecorating and helping furnish the Day Care Center.
6. Acting as volunteer aides at the Day Care Center.

There are many other projects and programs which need You.

If you need our help or if you want to give help, Please contact us at FDL EOC Office, 82 N. Main, 922-7760.

What is the Fond du Lac Area Economic Opportunity Committee? It is a private non-profit corporation established to do something about the economic condition of low income people in Fond du Lac.

Do we have poor in FDL County? According to the 1960 census there are 3,337 families in the county with annual incomes under \$3,000. Of these 806 families have an annual income under \$1,000.

How does the Community Action Program work? CAP develops programs designed to help low income people help themselves. CAP helps the poor take advantage of all existing services and opportunities available in the community. CAP works with the local community finding solutions to problems of poverty via local community action. CAP seeks out gaps in service and gaps in communication and assists the community in setting programs to meet the needs.

Who pays for the programs? The FDL Economic Opportunity Committee was formed by resolution of the Fond du Lac County Board of Supervisors who provided the initial local funding. The CAP programs are supported by funds through the Office of Economic Opportunity and funds, services, and in-kind contributions by the local community. The matching formula is now 80% federal funds and 20% local contributions. The Senior Citizens Centers are funded through the "Older Americans Act" administered by the State Commission on Aging, and by funds from the sponsoring cities, villages and towns.

How can you apply for service? Contact Fond du Lac Area Economic Opportunity Committee, Inc., 82 N. Main St., Fond du Lac, or phone 922-7760. Office hours: 8:15 A.M.-4:45 P.M. Monday through Friday.

COMMUNITY ACTION PROGRAMS

Senior Citizen Centers:

Fond du Lac, 86 South Macy St.
Rosendale, Grange Hall.
Campbellsport, Municipal Bldg.
North FDL, Amer. Legion Hall.

Opportunity Center: FDL EOC Office, 82 N. Main St. Guidance, assistance, and encouragement for low income people to upgrade their skills to increase their earning potential.

Day Care Center: 150 S. Military Rd. FDL. Pre-school learning, good care, well balanced meals from 7 AM to 5 PM for 3 to 5 year old children of low income families.

Special Services:

Homestead Tax Relief workshops and assistance in filing.
"Services in Action" Resource Day.
Information Center on services available to citizens.

Future plans include Summer Headstart at Ripon, Calumetville, and North Fond du Lac; Headstart-(School year) Ripon.

(Fond du Lac Commonwealth Reporter)

ECONOMIC COMMITTEE PLANS ANNUAL MEETING

The Fond du Lac Area Economic Opportunity Committee Inc. will hold its annual meeting at the supervisors' room of the courthouse at 8 p.m. Jan. 19. The public is invited, according to directors of the committee.

AREA GROUP WILL ELECT

Committee members and board of director replacements will be elected Thursday night at the annual meeting of the Fond du Lac Area Economic Opportunity Committee Inc. slated for 8 p.m. in the supervisors' room at the courthouse.

The public is invited to attend the session, according to Harold Zitlow, committee president.

In addition to the elections, Mrs. Rosalie Tryon, economic opportunity project director, is expected to report on activities conducted during the last seven months of her office.

The committee will discuss finances, projected plans for the coming year and will hear a report on senior citizen activity.

INCLUDE POOR, POVERTY UNITS TOLD BY U.S.

Community action agencies have been ordered by the federal antipoverty agency to reorganize their governing bodies by March 1 to give low income representatives at least one-third of the seats on their boards.

"We have had this all along," Mrs. Rosalie Tryon, director of the Fond du Lac Area Economic Opportunity Committee, Inc., said today in answer to the order.

PLAN CHANGE

"One-third of our board representation is by low income persons," she said. "Our general committee, whose number varies, is not, however," Mrs. Tryon continued, "but we will correct this at our annual meeting Thursday night."

The annual meeting of the economic opportunity committee is slated for 8 p.m. Thursday in the Supervisors' Room at the courthouse.

Mrs. Tryon urged that low income persons wishing a seat on the committee either call her to put their names in nomination or do so at the meeting.

The order by the Office of Economic Opportunity to give representation to low income persons was included in new guidelines to community action agencies dated Jan. 11 and made public today.

MAY LOSE FUNDS

Local agencies always have been required by law to provide "maximum feasible participation." It was not until Congress amended the law last year, however, that this was spelled out mathematically.

The OEO said local agencies which do not comply with the new regulations will be cut off from community action funds. It also said no new programs will be approved unless the new requirements are met.

806 FAMILIES LIST INCOME LESS THAN \$1,000 YEARLY

Three officers were re-elected, directors and general membership chosen and the first annual report of the Fond du Lac Area Economic Opportunity Inc. given during a meeting in the supervisors' room of the courthouse Thursday night attended by 55 persons.

Harold A. Zitlow of 1864 Bechaud Beach was re-elected president; Lawrence E. McEnroe of Eden, vice president, and Donald Flanders, city, secretary-treasurer.

Named to the board of directors for three-year terms were Mrs. Mary Sturtz of 226 W. Cotton St., Zitlow and Flanders. Holdover members of the board are Henry Guell of Campbellsport, R. 2; Alvin Bellmer, Lee Berndt, Mrs. Darleene Schlicher and William J. Harmer, all of Fond du Lac.

General membership of the corporation includes the following:

Wayne Arihood, Bernard Bergen, G. Franklin Brown, Mrs. Elgene Disterhaft, Merlin Hodorff, Joseph Juknialis, David M. Kuter, Ray Leith, Irvin Lerch, Mrs. Sarah Manis Locke, Mrs. Susan Meyer, Richard Mills, H. J. Van Valkenburg, Mrs. Jean Blackhall, Victor T. Broome, Mrs. Peggy Haase, Mrs. Bonnie Ludjack, Mrs. Marian Schott, Mrs. Luella Warren, Fred Kenas, Howard Bly and Mrs. Barbara Timm.

'NO GREAT SLUMS'

Mrs. Rosalie Tryon, program director for the community action program (CAP) with offices at 82 N. Main St., said the organization now consists of 31 committee members—20 persons representing a general cross section of the county and 11 representing groups to be served by the program.

Mrs. Tryon in presenting her annual report noted that "we do have poor people" in the county, revealing that 806 families have an annual income under \$1,000 and that 3,337 families have an income under \$3,000 per year.

"Since poverty in Fond du Lac is not obviously apparent (we have no great slums or large minority groups)," she stated, "we needed to determine who the poor are and where they live. Roughly one-third of all low income families live in the City of Fond du Lac, another third live in the other cities and villages throughout the county and one-third are living on farms or in distinctly rural areas."

POVERTY OF AGED

She indicated that elderly citizens are located in similar proportion with the greatest prevalence of poverty appearing in the aged groups. Between 11 per cent and 12 per cent of the county's total population was over 65 in 1960 and the number is increasing.

"These elderly people are caught between rising costs and fixed incomes that cannot stretch to meet their needs," she said.

"Women heading households form another critical group of the poor who are destined to continuous poverty unless they 'break out' through vocational upgrading, education and guidance," she continued.

Mrs. Tryon expressed appreciation for the publicity received during the year and said CAP has "established a good working pattern with all phases of community leadership." She said more than 30 planning meetings on senior citizen programs have been held in Fond du Lac, Campbellsport and Rosendale.

"An idea for a 'multi-purpose senior center' evolved and each town will have a fully functioning center in February," she reported.

OPEN 60 HOURS

She said the Fond du Lac senior center on South Macy Street near West First Street "will be the most comprehensive" of the centers and will be open 60 hours each week. The largest portion of work in all centers will be furnished by volunteer senior citizens with a salaried director in Fond du Lac who will also plan major programming for all three.

"I'm proudest of the fact that senior citizen activities are here to stay," she commented. "I think these centers will never go away—they'll continue and continue . . . I think the time will come when there will be a senior citizen center within 12 miles of every senior citizen in the county."

Mrs. Tryon said that within two weeks "we may expect funds for a day care center at the Church of Peace" for children of underprivileged families. Total estimated cost of the program is \$52,044 under a requested federal grant of \$43,276 and a nonfederal share of \$8,768.

"Federal money is not a bag of money to use just because it's there," she stated. "Federal money is a boost to get you started."

Two amendments to the bylaws were adopted at the meeting. The officers and staff were given an applauding vote of thanks "for achievements during 1966."

'HEAD START' PLAN OKAYED

Members of the Fond du Lac Area Economic Opportunity Committee Inc. during their first annual meeting in the supervisors' room of the Fond du Lac Court-house Thursday night adopted a \$15,800 "head start" program for children of low income families.

The proposal was recommended during a board of directors meeting last month when Mrs. Margaret Salick, head start specialist from Madison, explained the program.

"Summer head start is for children who are starting kindergarten in the fall, show a need for preschool training and are from low income families," said Mrs. Patricia Kremer, deputy director serving under Mrs. Rosalie Tryon, director. "It is intended to help the child start kindergarten at the same level as the more advantaged child."

SPACE DONATED

The program is designed to train 15 children in each class staffed by a teacher, a teacher's aide and one volunteer. Schools in the county have donated space to help run the program.

A federal grant of \$12,402.95 is requested with the remaining \$3,410.25 of the total program to be "in kind" contributions acceptable toward the cost of the component project. Personnel services will cost approximately \$7,570 with total travel costs estimated at \$3,536.

SUMMER PROJECT

The head start project will be conducted in Calumetville, North Fond du Lac and Ripon for nine weeks—from June 19 to Aug. 18, Mrs. Kremer explained. Each session will run four hours per day, five days a week with specific hours to be set by the participating schools. Children will be transported by school bus.

Mrs. Kremer of the Community Action Program (CAP) will run and coordinate the summer program from the local office at 82 N. Main St. and she will act as general director of summer head start.

The educational program is designed to broaden experience through field trips to areas of interest in the community, creative art work, story time, records, musical play and singing, free play periods, outdoor play, language art periods in which the child has an opportunity to express himself in a group situation, and individual attention from the staff for a personal child-adult relationship.

MEDICAL PROGRAM

A medical program in connection will provide that each child have a complete physical examination and that parent-education classes be held. A dental program will provide that each child have a dental exam and is instructed in proper dental hygiene.

Included will be a social services program to aid parents, teachers and children in the adjustment to daily living.

"This will also work closely with other agencies who may be involved with families participating in the program so there will not be duplication of services," Mrs. Kremer explained.

She said a "nutritional morning snack and a carefully planned balanced hot noon meal" will be served, and "teachers will eat with the children to aid them in manners and proper eating habits."

Chairman PERKINS. First, Mr. Templeton, you made mention of home repairs for the senior citizens. I am primarily interested in how we can improve this program for the rural areas of America and just what suggestions do you have to offer the committee and what programs that we are not taking advantage of which we perhaps can take advantage of in the future and whether or not we need to come up with further legislation? I particularly have in mind rural homes, the home repair issues you speak of. If that project works out successfully in your area, and in the areas that I represent it is just as badly needed, I am hoping that somewhere along the line it will catch on fire because to my way of thinking poor housing conditions that are so prevalent in eastern Kentucky, and the poor people do not have the means to finance home improvements. The Government should make a much greater effort in rural housing.

The Government has been derelict from the standpoint of rural housing. They have not done the job. I would like to have the views of you people who work in rural areas as to how we can improve these programs.

Go ahead.

Mr. TEMPLETON. Mr. Chairman, the home repair program, of course, eventually has handicaps because there is no legislation which we can find which will permit us to buy material. So this is a three-way effort in behalf of three different agencies, public assistance in the State of

Kentucky and the Farmers Home Administration. We would find that elderly persons that fell within the guideline, who need their home repaired, we would take them to the Farmers Home Administration and they might loan them two or three hundred dollars to buy the material. Then public assistance in the state.

Let me give you as an example an elderly family that was on public assistance for, say, \$85 a month to live on. The borrowing from Farmers Home Administration meant that they would have to repay this loan at \$5 a month, public assistance increased their check from \$85 to \$90 so that this would not take any part of the \$85 away from them. This was again where different agencies came together on this given problem.

As I say, I think if there were legislation in which there could be material purchased that it would surely simplify an awful lot because we found, of course, in due time that the Farmers Home Administration, the economic part of the loan, their loan program, the money was depleted. So, the only one that would continue on with it was the local bank. If they knew the elderly people well enough they probably would make a two or three hundred dollar loan.

Chairman PERKINS. The present loan program has worked only on a limited scale, is that correct?

Mr. TEMPLETON. Yes, sir.

Chairman PERKINS. Assuming that the Congress subsidized either the interest rate or guaranteed repayment of the loan or guaranteed a portion, do you feel that would stimulate the commercial banks to make loans on an adequate basis to a point to improve the rural housing?

Mr. TEMPLETON. Yes, I surely do. I think that the local banks would be very receptive to this thing and cooperate. I would hope to see this come about.

Chairman PERKINS. I know that we had a program 2 years ago that worked very successful. It was a grant program. I think there were several grants made in the area that I represented, in other rural areas in different parts of the Nation. Maybe some of them as large as \$500 that would enable the recipient, the people that were on public assistance, enable them to get a roof over their heads or a bathroom, or winterize their homes. We must not continue to be derelict in meeting this problem. I think if we can come up with a solid foundation for the rural areas in the way of a rural program, a more comprehensive rural poverty program, then we would be meeting the urban crisis at its root source.

I have been in Congress long enough to know that in governmental agencies most of our people are city oriented. We have been placed at a disadvantage in the rural areas because we do not have the technicians that they have in the cities and metropolitan areas.

I am pleased by the fact that the rural people are responding though in many areas too slowly. If for any reason we dismantled OEO as presently constituted, then we would be rendering a great disservice to the poor people of this country. Does this panel agree with me that we should not dismantle OEO as it is presently constituted but keep all of this under one tent just like we have at the present time. Do you agree with that?

Mr. TEMPLETON. Yes, sir, very much so.

Chairman PERKINS. You, Mrs. Small.

Mrs. SMALL. Yes; I presume I do.

Chairman PERKINS. Why do you say this?

Mrs. SMALL. Because the rose by any other name—you know, however, I do agree with Mr. McElroy that OEO carries a very fine connotation for our poor people. I personally do not care what it is called as long as it does the job and as long as it is constituted in a like manner to OEO, but I do feel our economically depressed care.

Chairman PERKINS. Do you feel, Mr. McElroy, that we are still in this period of demonstration or experimentation in gaining useful knowledge and experience that would be lost and thrown away if we undertook to transfer OEO to the Department of Health, Education, and Welfare.

Mr. McELROY. Definitely I think we would lose momentum if we made that change.

Chairman PERKINS. What is your feeling, Mr. Day?

Mr. DAY. I would like to see eventually OEO dismantled but not now. Further than that I would like to see a process reversed which I believe took place last year where some of the OEO functions were put into the Labor Department. I think those ought to be returned.

Chairman PERKINS. What is your view, Mr. Flanders?

Mr. FLANDERS. I have great trepidations about the length of career of an agency once it is firmly rooted. I think the Office of Economic Opportunity has served a great function in creating the will of the community and the people to go about correcting the problems within the community. I think the goal of all of us should be to continue to upgrade the individual to the point where they can become a worthwhile citizen and contributing citizen to the community. To say that I feel that the dismemberment of the Office of Economic Opportunity by removing its head would ruin this program, I don't feel it would. I really don't. I feel there is enough expertise that has been gained by the people involved on the local level as well as on the Federal level to carry on, no matter where it is. I think our goals are firmly fixed and the method by which we get there is not necessarily of import.

Chairman PERKINS. In selecting this panel I tried to go to different parts of the country—realizing in my own section that we have problems, perhaps other areas of the country had similar problems and different problems—to get you in here to offer your suggestions. This question is general but how can we better improve this program. I will start with you, Mr. Templeton. From the standpoint of the rural areas of America.

Mr. TEMPLETON. As I stated, first, of course, I think the appropriation must be increased. Also, I would recommend that there be part of the Office of Economic Opportunity Branch exclusive for rural America. I think that there are two things that we will move along. I would like to say no doubt rural America is behind. I don't think it is negligence or anything like this. I think it is because Urban did help, they had a city manager form of Government. They had staff that got busy on preparing proposals. Rural America had no one other than volunteers on the local level in which to do the legwork and to do this type of research and so forth that was needed. So, I can fully understand why rural America is a little behind. I would think with an additional appropriations and the establishment within the Office of Economic Opportunity a rural body which would be there to assist us would be advisable.

Chairman PERKINS. Mr. McElroy, do you care to comment on how we can improve the rural programs, assuming you had the same amount of money. As to priorities what would be your recommendation to this committee?

Mr. McELROY. I think the first funding would be beneficial. I believe the programs are available within the provisions of the act. The main thing we need is a sense of security that this is going to be perpetuated and we can implement the programs that are provided. I think we can improve them.

Chairman PERKINS. Do you agree with that, Mrs. Small? Do you have any further suggestions, yourself?

Mrs. SMALL. I think the principal suggestion would be concerning the fact it is very difficult to vie for professional help, you know, and, therefore, we need to be funded over a longer period of time, not just on short term.

Chairman PERKINS. I agree with that, we should give the program some stability which it has been lacking.

Now, I would like to run all the way across the panel but I will ask two or three questions. There has been suggestion perhaps that the local governments fund in excess of 10 percent.

Again, to my way of thinking, if we made that mandatory we would really do a great disservice to the rural areas in America. I agree with Mrs. Small, I would like to see the local people do it all but you and I know they just do not have the resources. If we raise the local contribution requirement on the part of the local people, rural areas are going to be the hardest hit and the poor communities that have the greatest need are going to obtain the least from this program. So, I would like to ask the panel whether you agree with that that we should maintain local matching at 10 percent. On another question, as to the Job Corps, work study, Neighborhood Youth Corps, do you feel these programs have worked well? Do you feel that the Job Corps could be replaced at this stage of the game by residential skill centers?

I would like to hear this panel briefly discuss those points.

Mr. Templeton, if you can follow the question.

Mr. TEMPLETON. Mr. Chairman, you put me on the spot about the Job Corps because as you are aware, we do not have one in our six counties, I am not too familiar with it. From all indications I would say that there has been much improvement in the program.

We are just this week working on a halfway house on the way out. We have heard of Job Corps houses on the way in. We are going to work on one on the way out by which we can assist the returnees after the satisfactory completion of the courses to be able to get jobs. As I say, we are starting to work on that this week. As to the local contribution I think the chairman probably knows more than I do about this and that is the six counties in which we attempt to serve, one of the counties has not paid even their county officials for 6 months. They have not had the money. They have not been able to pay the electricity on the courthouse for over a year. They have not had the money.

I could take all the counties and say they are in a similar situation. Then to imagine now contributing anything to any program in the

way of economics is just out of the question. I am sure and I am certain of this. We have had a difficult time in finding in kind, buildings and volunteer services, and so forth in the past.

We think now that the people in the area have become so concerned with the work of the Office of Economic Opportunity locally that we are having no trouble finding in kind at this time but as far as finding cash it just is not there. That is a certainty.

And as far as assistance from the State government, I don't think that the State of Kentucky at this point is ready to assist on the local level as far as contribution is concerned. I would hope that this would come about someday.

As far as the programs of the W.E. & T., which is title 5, we have two of our counties and even though they too have had rough sledding at the beginning and we are involved in these programs we do not direct the total program of the W.E. & T. but we are involved with 25 people working on the home repair program in one county, 15 people in another county working on our program of home repair. So we think that the W.E. & T. is coming along fine. The NYC we activated three slots just a few months ago. It is amazing what is coming out of NYC. Illiterates that never had an education, in 3 months we are proud he can write his name.

Mrs. SMALL. Mr. Chairman, I hate to disappoint you on the Job Corps, too. However, may I say that our NYC has worked beautifully. We have 600 placements now at this present time. I would like to say here, because I think it is relevant that we have found difficulties, we seek the guidelines, they are not always the same among all the agencies. We find it is difficult particularly in the case of our neighborhood Youth Corps to work in compliance with our school board that has funded funds. We have been informed that 48 people in our own county will not have jobs. There are many at the local level who are wondering whether we are more interested in complying with guidelines or more interested in helping these young people. The jobs are not that prevalent to put them into. As to funds I agree. While we pay the light bill, et cetera, we have had to pay our share of services in kind and not in cash. I don't think we could do that for long.

Chairman PERKINS. Mr. McElroy.

Mr. McELROY. I really am not familiar enough with the Job Corps to evaluate it. I don't know of any youngster who has in our community attended it, returned to us from there and I have not visited one center for them.

Chairman PERKINS. Any other comments you care to make Mr. McElroy?

Mr. McELROY. I believe I have said enough, Mr. Chairman.

Chairman PERKINS. Go ahead, Mr. Day.

Mr. DAY. We have a Job Corps center close to us in a neighboring county. I would be doing you a disservice if I were to intimate that I felt I could evaluate it. I can't. But I can say this. One of the most impressive things to me about this whole program has been the great ability of people to improve themselves to do things that you could not imagine they could do once they are given the opportunity to get an education or to try their skills and things of that nature. I have watched so many of these people coming from welfare and then doing extremely well for themselves in the neighborhood because of help

through work-study, vocational rehabilitation, various things of that nature or GED courses and so on that I am very impressed about the potential of an individual for great improvement.

Chairman PERKINS. Mr. Flanders.

Mr. FLANDERS. I think I had better refrain from saying anything about Job Corps because I am completely unrelated. We have one in Sparta which is quite removed from Fond du Lac. This residential center sounds like it might have some intriguing aspects to it. We have recently created in the State of Wisconsin a district vocation school system. We have four counties that will eventually be serviced in a center. The idea of bringing them in to be serviced at a vocational center sounds like a good idea if we could get some Federal money in that we would appreciate it.

Chairman PERKINS. I personally favor putting Federal money into residential centers but not at the expense of Job Corps. I think we can't utilize both of them.

Mr. FLANDERS. I cannot say anything about the Job Corps. I think this is a good idea as well.

Chairman PERKINS. Let me compliment the panel for your appearance here today. You have been very helpful. I hope to invite you back again sometime.

The committee will recess until 5 minutes after 2.

(Whereupon, at 1:45 p.m. the committee recessed, to reconvene at 2:05 p.m. the same day.)

AFTERNOON SESSION

Chairman PERKINS. The committee will come to order.

We are pleased to have a statement from a distinguished Member of Congress here, Congresswoman Frances Bolton.

It is addressed to me as chairman:

It is my understanding that you will hold hearings this afternoon on H.R. 7642, and that testimony will be given concerning the results of various job training programs in some of our cities. May I present some information regarding Cleveland?

We did have an exceedingly bad situation in regard to the Women's Job Corps Center and reports that you had some time back were not good. Since that time, however, Dr. Zelma George was appointed Director of the Women's Job Corps Center in Cleveland.

Dr. George is one of the finest women I have ever worked with. Her understanding of young people and her capacity to influence them has brought excellent results. Instead of many drop-outs, instead of many failures, the Cleveland Center has very few—and ever those are usually able to get remunerative jobs. This is so contrary to what happened in the past that it has changed the whole character of the Cleveland program.

I do hope that your Committee will give Dr. George a real hearing this afternoon. I regret most sincerely that I have a commitment myself at the time of your hearing which makes it impossible for me to attend your meeting. I shall deeply appreciate any courtesies extended to her.

I have also, a letter from Senator Wayne Morse highly recommending you, Dr. George, to the committee, in which he states:

This is on behalf of Dr. Zelma George who is testifying before your Committee today on the Job Corps. Dr. George and I served as Delegates to the United Nations Generally Assembly in the fall of 1960, and I am well aware of her outstanding contributions. Job Corps is most fortunate to have Dr. George as a Director of the Cleveland Job Corps Center for Women, and I commend you for wanting to obtain her views about this most outstanding program.

In my own state of Oregon, the Tongue Point Job Corps Center for Women is quite successfully training young women who will be making their contributions to society, so I hope your Committee will give strong backing to the program of the Job Corps.

Dr. George, come around and take your seat.

We have also with us our distinguished colleague from New York, Dan Button.

Come around and make your statement, Congressman.

**STATEMENT OF HON. DANIEL E. BUTTON, A REPRESENTATIVE IN
CONGRESS FROM THE STATE OF NEW YORK**

Mr. BUTTON. Thank you, Mr. Chairman.

It is my sincere pleasure this afternoon to be able to introduce to you and the committee, Dean O. Williams Perlmutter, who is the dean of the College of Arts and Sciences of the State University of New York at Albany.

As a resident of Albany, he is one of my most distinguished constituents in the 29th District of New York.

I would like to emphasize that he is here today as a professional educator, a man who has devoted his life to education at all levels, and improving its quality and application to the needs of our society.

I feel Dean Perlmutter is expertly qualified to discuss education. His background represents the broadest possible educational experience. It includes instructional and administrative duties in church-related schools and in State universities, both in this country and abroad.

He attended New York public schools and attended both Yeshiva University and Wyoming University for his undergraduate work.

He received his MA at the University of Chicago, and continued there for his Ph. D. in political science.

After graduate school, he was associated with Dean Searle of Chicago in adult education training programs. At St. Xavier College in Chicago, he worked with some 60 high schools. He has been the academic director of the Institute of European Studies at the University of Vienna, Freiburg, and Paris.

Just before coming to the State University of New York at Albany, he was dean of the College of Fine and Professional Arts at Kent State University in Ohio, where he was the project director of the Peace Corps training program and also initiated an informal Upward Bound program.

When the poverty program started, Dean Perlmutter volunteered his services to the Job Corps. I know he will want to address himself in particular to this aspect of the Job Corps program with you this afternoon.

Dean Perlmutter serves on a continuing basis as a consultant to the U.S. Office of Education, Division of Adult Education, and with these credentials, I believe valuable insight into the Job Corps can be gained.

I thank you very much.

Chairman PERKINS. Go ahead.

Dr. ZELMA GEORGE. Do you want me to sit here?

Chairman PERKINS. Yes. Do we have anybody else in this panel?

Do you want to sit up here, Congressman Button, with the witnesses? If you do, come on around.

Dr. George, I am going to start off with you today. You have been highly recommended to the committee.

Mr. Hawkins?

Mr. HAWKINS. I would be remiss, personally, if I did not also say, in line with the recommendations and testimonials to Dr. George, that Dr. George was formerly a constituent of mine in Los Angeles, where she contributed greatly to the development of our community, and she is highly recommended, I am confident, by those who worked with her in Los Angeles, including myself. Certainly, it is a personal privilege to me to join in the welcome of Dr. George, and I wanted her to know I am not going let these other people say such nice things about her without expressing my appreciation for what she is doing in Cleveland. It certainly is in line with what she did in Los Angeles.

Chairman PERKINS. That is another compliment, Dr. George.

We are interested to know about this Women's Job Corps, what condition it was in when you took over, and how it looks today.

STATEMENT OF DR. ZELMA GEORGE, DIRECTOR, WOMEN'S JOB CORPS CENTER, CLEVELAND, OHIO

Dr. GEORGE. Thank you very much for this privilege of speaking to this group. I have been reading some of your minutes of the last meetings, and there doesn't seem to be much left to say. But I am happy for the privilege of being here.

I can hardly wait to hear myself speak after all these introductions.

I am here, really, in the interest of the Alpha Kappa Alpha Sorority, which is the prime contractor for the Cleveland Job Corps Center.

Contemporary society is awakening to the danger which lurks in the insulation which is being constructed by adults and youths between themselves. The imagined enemy in both cases is the other one. This is an irony. Each knows, at least below the conscious level, that his very future is in the other.

Twentieth-century youth has developed right in our midst, a new creation—the world of youth, a youth culture with identifiable, distinctive characteristics we cannot ignore.

This world of youth is the home of the emerging adult who is suddenly an imposing figure, not yet mature, not yet wise, but often most serious and quite dissatisfied with things as they are.

His new world is not just an unhappy accident, it didn't just happen to a certain segment of our population. It is a global phenomenon, which is self-conscious and very powerful.

In South Korea it toppled a government. In the United States this world of youth initiated, almost single-handedly, the Negroes' revolution for human dignity. In other words, it is capable of unbelievable violence and antisocial behavior as well as of positive, constructive action.

Whatever its origin, whatever its future, we have in our midst a youth culture, worldwide in scope, cutting across ethnic and geographic lines and social and economic classes. And it commands our attention.

Trying to explain this phenomenon, adults call it "delinquency," they call it "the dropout" or "teenage problem," or "just the new generation," and, to dismiss it they look for personality defects in the youth himself or particular problems in the home environment of the family.

When we attempt to relate our definitions of these youths to reality, we discover that adolescents are no longer where we put them. They have forged a culture of their own which is practically impenetrable to an outsider who is unacquainted with the particular signals by which these adolescents share with one another an understanding of their situation and their aspirations for the future.

But nothing is more important today, however, than that society come to grips with themselves as adults and their relationship to this culture of youth. It is born out of the general moral crisis of our time and its fundamental lack is adequate images of significant humanness.

This challenge of youth to civilization is directed toward every segment of our society—the family, the state, the academic structures, the welfare services, the religious organizations, and the economic order.

Assuming these statements to be valid, the imperatives upon society begin to come into focus. They are subsumed under four major categories:

First and foremost, the world of youth must be recognized, acknowledged, nourished, and wisely counseled and directed.

Secondly, youth must be seen in the light of urbanization and ministered into the broader context of knowledge of the city and its problems, whether or not he lives there.

Thirdly, it is essential to the young that society apprehend, refine, and boldly communicate a new definition of men, relevant to our times. Here is a generation which desires to be dedicated, which asks to be used for the sake of a more human adventure.

The Peace Corps is one model of such corporate youth action. Society must legislate channels and structure which will harness the passion of youth and direct it toward social mission.

Fourthly, education can no longer be understood as a desirable for tomorrow, or even a preparation for tomorrow, it is an urgent necessity of today and it must be functional to the felt needs of youth. Its design must guide these youth to facts about and adequate contact with life out of which new moral machinery must be forged with which to construct a more just and human society.

These imperatives constitute the challenge of youth to civilization. To continue to pretend that it is not here, that youth today are like youth of other days, is to deny our times and thereby to expose ourselves to the future accusation of a lack of courage to take into ourselves this confrontation. Such a course of serious recognition will require a difficult act of humility on the part of the older generation.

We must now carefully listen to these strange fledglings who are sending out signals about the shape of the future, and are evidencing unsuspected wisdom, courage, and dedication in their upending of past patterns, attitudes, and symbols which have become empty hulls before them. We must become willing to learn deep lessons of life from our own "children."

We of the older generation must initiate a sincere effort to communicate to the young our desire to work out a partnership with him

that can provide him with a sense of his worth, significance, and power. He must be helped to know that the future is not mechanistically controlled by the past, but is created out of the decisions of men to sift out, choose, and act upon the wisdom of the past in relation to the fantastic possibilities of the future.

We must demand that and provide the conditions in which it is possible for the individual to make such decisions and pick up his life and live it.

To move toward such a partnership both young and adult must not be deprived of the face-to-face contact with suffering humanity which educates one to the realities of life, and, in our time, provides a necessary milieu for meaningful vocation.

Society must build its vocational structure to this end. In the war on poverty, one section of the Economic Opportunity Act creating Job Corps, provided the structure for such a meaningful, unique partnership.

Private contractors, in partnership with the Government, had made contacts with the people of the United States, promising to provide the academic, vocational, human relations, and managerial skills needed to attack the problems of a large, powerful segment of the world of youth in the U.S. community.

These youth are casualties of our school system and have been all but cast out of society—youth who are undereducated, underemployable, undermotivated, and often hostile.

The girl who comes to the Job Corps centers comes because she is not unmotivated. She is not unmotivated because the first move toward the Job Corps centers must be because she wants help. It is not compulsory education and she can leave when she and her parents or guardians request that she do so.

When the young woman comes to us for help she expresses her felt need in terms of vocation that will make her self-supporting. We will do what we can to help her help herself, knowing that a job skill alone will not be enough. We will have to help her develop the personal, social, academic, citizenship, as well as vocational skills that will make her employable.

Helping young women transform themselves from tax consumers to taxpayers is a very complicated, involved, multidisciplinary process. The entire job cannot be done or undone in the time in which we are privileged to work with these young women.

Nevertheless, they can be helped to see themselves as society also must be helped to see them—not in terms of their deficiencies and disadvantages, lacks, and low personal esteem, but as young women with untapped resources, with unknown and unused potential.

It is true that they come to us from culturally deprived communities and in order to make them move over into the positive column of society, they must be helped to a new definition of themselves as persons.

They must be inspired to dream, but most of them have to be given the "stuff" out of which to make those dreams. They must be exposed over and over again to new ideas, new personalities, new events, new ways of living, new kinds of people and a feeling that they, as persons, are important, and what they think and do has relevance in our society, and will make a difference. Right now all of this adds up to far more than observable profit. But, so did color television.

The Cleveland Job Corps Center for Women provides 345 girls a total change in environment—an entirely new living experience in a residential center where we have 24 hours a day, 7 days a week, 12 months a year responsibility, and opportunity to work with them.

They come from 46 States and represent many ethnic groups, including Indians right off a reservation, Hawaiians, a fairly large group of young women with Spanish-speaking backgrounds, Negroes, and whites.

We call them “underprivileged,” “disadvantaged, culturally deprived,” “dropouts.”

We label them as “poverty victims,” “slum dwellers,” “hard core,” “welfare cases,” “deviates,” “specials”—all negatives, all deficits, all lacks.

We refer to these young women as part of the “them” we think of when we talk about “us”. “We-they, us-them.” We talk about going down “there” to help “them.”

Our Nation is really now for the first time admitting and placing squarely the existence of conditions within its borders which so incapacitate great numbers of its citizens that their life circumstances are nearly hopeless.

The realization of this condition in our country today has come as a severe moral shock to many who, because of Job Corps, have been privileged to face-to-face contact with reality often for the first time.

The family, the church, civil society have all isolated these middle class adults and youth from the harshness, pain, ugliness, and rawness of life by means of abstract intellectual sophistication.

This has created a pride in many which further has shut off real touch with the human issues of our time. But Job Corps, especially through the one-to-one contacts of WICS, has provided a way to shatter the false attitudes of do-goodism and uninvolved charity and open the way to a realistic recognition of interdependence and mutuality.

It could lead to a recognition of the fact that distinct ghettos exist on both sides of the city broadly, neither of which is more human than the other.

Job Corps provides not only a second chance for many young women, it provides society also a second chance, and in many cases, a last chance.

Who can estimate the value of Job Corps to society if for no other reason than to provide the school not only for the Job Corpswomen but for middle and upper class adults who are a part of this new unique partnership?

Here they find it necessary to forge a new understanding of one another as persons. Who can estimate the consequences for society as a result of what will come to many who find it necessary to forge a new understanding of one another as persons?

Who can estimate the consequences for society as a result of what will come to many who find it necessary to redefine their own relevance to “others” as they face the facts of life in their new relationships with them?

Social causes, a few years ago, were the domain of college professors, labor unions, and student demonstrations. Today they are becoming the new business of business. Who can dare guess what the

implications are for society as a result of this new philosophy, and this new activity, with Job Corps.

Mr. Sol M. Linowitz, chairman of the board of Xerox Corp., in a speech before the Public Affairs Conference of the National Industrial Conference Board in New York, on April 21, 1966, addressed himself to the fact that "a far lesser number of young men are planning business careers these days"—14 percent in Harvard in 1966 versus 39 percent in 1959—only nine more into business that year went into the Peace Corps—says:

I think what the youth are seeking from American business and industry is a sure indication that it, too, feels their sense of responsibility and commitment—that it, too, recognizes it has a stake in the conquest of war, disease, hunger, and poverty. I am by no means proposing that American industry take upon itself a solitary crusade for the conquest of the world's burdens.

What I am suggesting is that a systematic and intimate understanding of the dominant social problems of our day, combined with a firm dedication to public service, will lead to the discovery by businessmen of innovations that will satisfy their direct corporate goals and simultaneously make a contribution to the most pressing human needs.

And witness the testimony of Wolham L. Batt, Jr., Administrator, Area Redevelopment Administration, U.S. Department of Commerce—at the 36th Annual Boston Conference on Distribution, October 19, 1964—re "The Invisible Market."

To make jobs available for the longterm unemployed or the underemployed—who lack either a job or a job opportunity, or both—is to add to our markets in just as positive way as by enlarging export markets in South America or in Asia.

Furthermore, this new domestic market is a more convenient market to service. We have acres of diamonds in our own backyard. A combination of investment, initiative, and imagination can change this problem into an opportunity, can transform public charges into private consumers.

Who can predict what great things can come to society when we help one another to examine their own unrecognized subjective concepts and attitudes that give meaning and power to our words. Such as, I object to the word "dropout," because it puts too much responsibility on the young person to say that he all of a sudden one day dropped out of school, when really what has happened that his needs have not been met and what is the amazing thing is that he or she has stayed as long as they have.

Society has literally been pushing them out by failing to meet their needs.

We talk about immorality and poverty, as if they were synonyms. What I would like to say on this point now in regard to this is that one of the first jobs we have to perform with every youngster who comes to Job Corps is help them to get rid of these labels put on them by society, and I am hoping the day will come when we can find some of the terms we can use instead of these negative ones.

We become so clustered with labels that we can hardly find the youngsters themselves.

How can Job Corps make this partnership even more meaningful to the "power structure," the "policy and decision makers" as well as to the Job Corpswomen?

The primary purpose of Job Corps is to put itself out of business—to help public education define and eliminate the conditions which created the need for Job Corps to begin with.

It would be foolish to dump these youth back into the system which created them and which has pushed them out. These youth have already rejected its content and method and a prime challenge to Job Corps is to find another way to meet their needs. And I think without a doubt the 2 years or more that the Cleveland Job Corps has been in operation, and it is the oldest of the women's Job Corps, we have been able to influence the school system of Cleveland with the success that has been reached with their casualties, with the casualties of the school system.

I could name some of the ways now in which we have shown such evidence there, and I think we have only scratched the surface.

We have only got to the point where we can begin to make the kind of study that can be helpful to the public school system then so that they will not continue to produce the young people who need a Job Corps, and as I said before, one of the primary objectives of the Job Corps is to put itself out of business.

How do you go about devising a way to reach a youth with whom everybody has already failed: the home, the school, the church, temple, or synagogue, the community organizations? With no compulsory education, how do you make that learning experience so attractive and meaningful that she wants to stay? There is no other way to keep her there.

How do you help her establish a new value system and accept the controls, the rules and regulations without which you cannot hold the center together? In many cases she has not had anybody to tell her when she can come and go for some several years.

How do you select and schedule staff so that trained, skilled personnel is available at the hours and on all the days that she has real need for guidance and help to new, rewarding experiences?

Remember, the Job Corps is a 24-hour day, 7-days a week, 12-months a year responsibility and opportunity. How do you translate that "responsibility" to "opportunity" with your staff?

If this youth is culturally deprived and she is—how do you help her take advantage of meaningful cultural experiences? What are they? How do you tailor-make the program so that she will not leave also culturally deprived, and those are these things, this is the challenge that Job Corps has been facing and has been doing extremely well with, but is now ready to do the real job in partnership with government, business, with private, nonprofitsharing organization, and with the rest of the community.

Nobody is an expert in Job Corps and we certainly do not know all the answers, but I am happy to say that we at Cleveland say that we are ready to continue to work with all the available sources that you can make available to us and that the community provided for us in this program.

I am happy to be a part of the Cleveland Job Corps Center for Women for several reasons:

First, its prime contractor the Alpha Kappa Alpha Sorority, Inc., is an international organization with a 59-year-old history of social service, education, community projects and health activities. It has a membership of 49,000 college trained women. Its supreme basileus is Dr. Larzette Hale and its national headquarters is located in Chicago, Ill.

The Cleveland Job Corps Center for Women is the oldest women's center and the only one that is sponsored by a predominantly Negro organization. This partnership of middle class Negro women who are concerned and active in the program of Job Corps for all women adds to its uniqueness and gives strength to the Job Corps idea.

These women, even though they are predominantly in upper middle class, know what poverty is, what slums are and what deprivation and discrimination are and can do to human beings. They bring to the program an empathy and ability to communicate which are essential ingredients in a Job Corps program.

We do not yet have all the answers. There are no experts in Job Corps, but there are many of us who are working very hard on the problems involved.

There is much learning taking place on both sides of the desks and it is clear that we are part of what may be becoming a vast new educational institution with many implications for the traditional school system. Most of the questions with which we are laboring are not new but I believe it is somewhat new to find them important to businessmen and to the other kind of organizations I have listed.

The abundant economy of the United States compels us to move from mere expressions of compassion toward our fellow man to action that could not even be dreamed of in a society bound by an economy of scarcity.

Our unique team of government, private organization and business in the coordination of its talents and concerns, is making an important contribution toward providing a chance for self-realization and fulfillment for each person in the United States.

I am prepared to answer questions about any successes we have had in the Job Corps center and am prepared to discuss any aspects of the program you have any question about, but it did seem important to see all the women's Job Corps centers in this country, not only as a function in the lives of the girls themselves, but also as a function in the lives of the adults in the community who are a part of this very unique concept.

Thank you.

Chairman PERKINS. Thank you.

The next witness is Dean O. William Perlmutter.

Go ahead, Dr. Perlmutter.

STATEMENT OF DEAN O. WILLIAM PERLMUTTER, STATE UNIVERSITY, NEW YORK

Mr. PERLMUTTER. Thank you, Mr. Chairman.

It is a great privilege to be here, and I especially want to express myself on Congressman Green. I know of the Congressman's magnificent work in behalf of education, and I don't know how many educators you have on your committee, but I certainly know of Congressman Green, and I come here not to read a statement, which I have already submitted for the record, but I would like to make some comments about the Job Corps, not in the specific way Dr. George has, since I am not engaged in the operation of any of the centers.

I took these last 3 days to prepare myself as thoroughly as I can about the Job Corps. For the past 3 years, I have been a very close observer of the Job Corps.

I volunteered my efforts in the late autumn of 1964, when the task force was just ending, and there was a group of educators at that time who came in mainly at their own expense from various parts of the country, NEA people, public school educators like myself, some from private education.

We did this for a series of months, and to me it was one of the most exciting periods in my own career and education to see this kind of dedication.

Finally, as the OEO was established and became a little more bureaucratic, someone said, "We have to put you into some official capacity," so for 6 months or a year I was there as a consultant coming in now and again 1 or 2 days at a time.

I come here to speak as an educator, not as a citizen, or as a representative of the State University of New York where I occupy the position of the dean of arts and sciences.

I think many people are confused about what the Job Corps is and what it means, and if I can be of any value to this committee today, my prime reason for coming here is to speak as someone who not only has experience in education, but has made it his business to study and analyze what is happening in American education, and I relate Job Corps, not to the economic question, primarily—it is related to that; that is obvious in its name and what most people say about it—but what is not obvious is that Job Corps is a real outgrowth, and logical development in our educational patterns in this country.

In my prepared statement, I compared it for a metaphor, so it can be seen a little more easily, to a new building that is just going up.

When you look at a new building, and heavens knows I am looking at a lot of buildings up in Albany, you see debris and people running around, and it looks like madness.

You come back in 3 years and there is a structure.

I think we are looking as sidewalk engineers at Job Corps, and we see something misplaced, or as it should not be.

I want to talk about the philosophical aspects of this. I think Job Corps if it is going to make any sense to us in the educational community has to be related to what education is all about, and it is in this primary sense that I look at it with you today.

In education, we have inherited, if you go back to the 18th century, an ancient prejudice, and that is that education is for the few. Everything we have done in American higher education, which I think is our greatest distinction, is that we have always tried to expand the educational horizon. When Harvard College was founded by the Puritans, this was intended not as just for an elite, but a much larger elite. It was a revolutionary thing in its time. And there has been a national progression, an ever widening area in education.

I would take five big landmarks just to have a sort of noble view of this, starting with the independent and often church-related liberal arts college. We went from that to the State university, where we took the same concept and said, "Let's apply it to the agricultural, mechanical, engineering arts, let us see if we can't get the farming community, the rural community, a large segment of American youth," and we succeeded in that.

The liberal arts colleges and the State universities led into one of our most distinguished accomplishments, the graduate school.

One of the things distinguishing graduate school in this country with France, Germany, or the Soviet Union, is that we have opened up the learned professions, to very large groups in our society.

Our largest achievement has been the public school systems, and I stress the plural here, because we have a vast diversity of public school systems and our stated goal here was that we would have universal education, culminating in the elementary school, in the generation represented in this room in the secondary school.

What we are seeing now is the universal education moving up to the community college and the State college.

Yes, there are certain failures that come to the fore; we have extended education at all levels to many people, more than any other society, but it has ended up that we have large groups, primarily the poor, the colored, the disenfranchised, the Spanish-American immigrant, the American Indian. These are people who have been discarded from the school system, who have been thrown out, and we are recognizing now that something has to be done, and this is not merely a question of finding jobs for these people.

We are talking about young people who are our young people. They are our children.

And what we wanted to do is raise these youngsters to positions of dignity in the society and self-esteem and self-respect.

I don't think anybody is really quarreling about the goals of the Job Corps. What we are asking is how these goals should be met. What does it mean, is the second question. You have to forgive a professional approach to this. I want to know what I am doing. I am a great enemy of thoughtless action.

I want to think about what I do, and I have to act all the time.

What it means to me is that the Job Corps represents for the educational community a kind of a Mayo Clinic. We have on the one hand here a clinic where we treat people who are in need, and people who are not getting treatment in other places in the educational system.

We do not treat these youngsters in the schools of Harlem adequately. We can't. We don't do it in the restricted suburbs of our affluent cities.

These are youngsters in great need, and on the one hand it is a clinic, but the Mayo Clinic is more than a clinic where you treat the sick. You do research. You study diseases that come before you. You study analytically and in depth the problems that these patients bring to you, and it is perhaps this laboratory aspect to the Job Corps which is so fascinating to me and many of my colleagues which are among some of the most innovative educators in the country, in all fields we are watching the Job Corps.

We want a feedback from the Job Corps. I have faulted the Job Corps in the past very plainly to some of the people there by telling them they had not done enough in relating to the educational community.

I have a specific recommendation that I wish to make on that score, but nonetheless, the Job Corps represents a very profound and new approach in American higher education. It wasn't invented there. I would place a great deal of credit for what is going on in Job Corps in the efforts that arose, already in the 19th century in our university extension, agricultural extension and what today we refer to as adult and continuing education.

Now, the revolution in adult and continuing education which you see in the Job Corps, in the Peace Corps, and the Headstart—you see it in a number of different programs—marks a radical departure from what conventional educators throughout the world have thought, which was “You are a good student or a bad student.”

When I open my school year in September, I am sure someone is going to get up from the admissions office and say, “Ladies and gentlemen of the faculty, we have the best entering freshmen class that we have ever had in history.”

I think you will hear this in a thousand colleges. The moment those words leave the lips, I think what he means is that the cutoff point this year is a little bit higher than it was last year.

If it was hard for a Negro or Puerto Rican to get in last year, well, he certainly had a job getting in this year, and if we got any of them, they are very, very good.

This is a traditional attitude. Professors always talk about “good students,” or “bad students.”

“College material” is what the high school educator says. “Not college material” is written off.

Adult education has patterned itself on this kind of approach to educational methodology.

If you go into the Mayo Clinic and you are treated and you break out into a violent rash because of the antibiotic, you don’t say, “This is a bad patient, let’s drop him out.” You say, “Let’s find out what we did wrong.”

We look at the human being as being infinitely elastic with respect to education. There is no giving up. If he doesn’t learn in this way, let’s try another method, or another technique.

If this situation isn’t the proper situation, let’s change the teachers.

I think in this new kind of education which is crystallizing in many different sectors today in the United States, and it is one of the most beautiful things in the American dream, where we are saying that education is no longer a matter, as I think it was when we began education, just for the teacher.

We are asking whether the man in private industry knows something about education. We are asking whether people in Government know something about education. We are no longer shocked by the fact that a large company has a training program.

We are no longer shocked that the Department of Defense runs the largest enterprise in the teaching of foreign language in the world.

We take some of their techniques, their books and if they are good, we use them.

It is very easy to lecture in a university hall these days. You don’t have to have the Ph. D.—you have to have commitment.

I myself when I first confronted this in 1964, I was horrified. I came to a meeting there, and they said, “We are going to set up Job Corps centers.”

I said, “Fine, this segment of youth need it.”

They were going to have contractors, and the academic hackles of the professor went up—contractor, what is that, no academic title?

Who will be the contractor—business firms, State governments, anybody?

I said, "That is nonsense. This is the sense of Congress, Congress has legislated this."

I am completely converted on this. I found that we had outstanding successes among business firms: we had some failures; we had successes among universities, and some failures; but the lesson I took from this was that all of these agencies in the society have something to contribute to the operation of the Job Corps.

I use that lesson in the university. If there is something that relates to some section of the society where I think someone is more able to talk about it than a professor, that person can profess on the campus as far as I am concerned.

Peace Corps has done this in a very beautiful way.

About the Job Corps, it seems we are partially inhibited by some of the guilt feelings we have. It strikes me that when we talk about Head-start, everybody is for the children, and when we talk about Job Corps, we begin to pick on some of the isolated instances where an adolescent gets into trouble.

We don't ever think of holding a 6-year-old responsible for his condition, if a 6-year-old comes out of dire poverty; but if a 16-year-old comes out of the same condition, we hold him responsible, we call him a delinquent, we put all sorts of bad epithets on this youngster.

He deserves more of a chance, if anything, because he started behind the finish line.

I think the real problem before this committee is, shall we do this in an independent agency, in an old line agency, shall we do it at home or away from home.

Let me say a few words about that, and I hope you will cross-question me as closely as you like to in this matter. First of all, about the agency question.

I remember when I was a beginning professor, I wrote a series of articles and published them on World War II diplomacy and post-World War II diplomacy. I took the Roosevelt administration severely to task for not setting up independent new agencies. Take lend-lease, for example.

Lend-lease. Can you imagine the Department of State carrying on lend-lease during World War II? I can't.

First I said, "Why didn't they put those functions in the Department of State?"

I can answer those questions in a developing university. I am able to do things in the University of New York which would take several generations to do in older universities in some States, which I will not mention.

There is a new dynamism, and people who have this kind of spirit, they are apt to run off at the deep end. I notice with the best of my professors, they are the most difficult people to manage, but the most creative and the most imaginative people are that way, always. And a new agency recruits talent. Talent is not created in the old line agencies. I don't want to single them out, but the old line agencies have far too many encrusted traditions here.

Thirdly, I would say perhaps more profoundly than the other two objections, I would not want to see this program become operational at the Federal level.

I know that therefore when a—when you take a Federal program and lodge it into a bureau, in a traditional department, it achieves what most of us would like to achieve, and that is a kind of condition of immortality. We are still dealing with Indian affairs in the Bureau of Indian Affairs. They are trying hard there, but we have never gotten terribly far in Indian affairs, and I would hate to see the Job Corps become an analogous bureau, whether it be in HEW, or Agriculture, or wherever you put it.

I think Dr. George has put it very well. The Job Corps must one day be liquidated, but not until we have the techniques for liquidating the problem, and we ought to keep the Job Corps out in the open where we can see it.

When it is in OEO, we can see it, and I don't know the last time when I have seen a headline about the Bureau of Indian Affairs.

I don't mean to pick on that bureau. There are some able people working there.

Fourthly, I think the U.S. Office of Education is handling about as much as they can handle at this time. I think it would be bad administration to transfer this agency, this function, to another agency at this time.

This is a tremendous momentum in Job Corps personnel. We have some terrific people here.

I was recently talking to Sister Trancetta, Dean Lippiet, the University of Maryland. I have met some of the finest educators who are deeply committed, public and private educators, religious and secular. They are committed. They don't want to go into another agency. It is hard enough to get good educators into OEO without giving them the handicap of an old guard, old line agency.

Will the committee indulge me a little while longer? If you want to stop me, Mr. Chairman, please feel free to do so.

Chairman PERKINS. Go ahead.

Mr. PERLMUTTER. With respect to keeping these youngsters at home or sending them away, I have one son who is in school in Albany, another son who is several thousand miles away. We face this problem all the time, "Where do you send the youngster to school?"

The youngsters who go into the Job Corps in a great majority of cases actually require they be taken out of their environment, just as it was necessary when they took Bill Perlmutter and made a soldier out of him, they weren't going to do it in the vicinity of New York City, but it would work in Fort Riley, Kans., which is where I was sent.

You have to leave home. Many of these youngsters aren't leaving home. Robert Frost said, "Home is the place where if you have to go there, they have to take you in."

Many of these youngsters have no place where they have to be taken in. There is no home to leave. In many cases they have to be prepared to make lives in new environments.

I think there are youngsters who have a psychological need to be at home. I think the directors of the centers should have that option, when they would be kept in the area, but to make that judgment on economic grounds or a priori, is—I would like to make several specific recommendations:

I would like to see the act amended. I don't have the technical expertise to give you. The principle is that Job Corps must be related directly and intimately to the educational community of this country, and not in honorific fashion, but where we can get some of the top minds in education, at all levels, working closely with Job Corps and monitoring it at the level of research and staff training.

I would like to see upward of 10 percent, as much as a 10 percent of the budget, of Job Corps, hopefully that it may be at least given the full amount devoted to research, development, and particularly to staff training at highest level.

I have various ideas as to how this might be accomplished, Mr. Chairman, which I can't make up now, but this is a *sine qua non* for the success of the Job Corps.

It must have the support of the educational community. We look to this experience—I said the Mayo Clinic—we look to this experience in the schools. What do we want to learn? I think there are four types of patterns we want to extrapolate from the Job Corps experience.

The first is patterns for educating and inducting all American youth. We know perfectly well how to induct middle-class youth into the society; upper-class youth know the society.

When it comes to the bottom of the social scale, we simply are at a loss, we do not have the educational technologies and insights to do this. We look for these patterns in the Job Corps.

We look for new patterns of vocational and technical education in the Job Corps. We look for new patterns of continuing adult education in the Job Corps, and we look for new patterns in training teachers, educational administrators and counselors.

These are the four things we look for from the Job Corps in its laboratory side, and on the side as a clinic, we hope that the Job Corps will do more than simply provide jobs. We hope that the Job Corps will take as its real goal the renewal of human hope in a large sector of our youth, and the production of knowledgeable useful citizens who can in time occupy not just jobs, but positions of dignity in our society.

I thank you.

Chairman PERKINS. Let me ask you, both of you: You have made such outstanding statements, and I am very grateful to our colleague for helping to get you here today, Dr. Perlmutter, and I am likewise thankful to Dr. Zelma George for her appearance here, and there will be many questions.

But if you are in no rush, I would like for you to stand aside for the convenience of another witness who has transportation problems, and then come back on the stand a little later.

Does that meet your approval, Dr. George?

Dr. GEORGE. Yes.

Mr. PERLMUTTER. It is quite all right with me.

Chairman PERKINS. The record will be arranged so that their testimony will be continued as though uninterrupted.

Chairman PERKINS. Come around, Mr. Leo McDermott, Commissioner of the County of Chester, Pennsylvania, speaking for the National Association of Counties.

STATEMENT OF HON. LEO McDERMOTT, COMMISSIONER, COUNTY OF CHESTER, PA., ACCOMPANIED BY C. D. WARD, GENERAL COUNSEL, NATIONAL ASSOCIATION OF COUNTIES

Mr. McDERMOTT. I have with me, Mr. Chairman, Dr. Ward, who is general counsel for the National Association of Counties.

I want to thank the chairman of the committee and previous witnesses for making this concession to me so that we may keep our commitments.

I would like to read the statement into the record.

I am Leo McDermott, county commissioner of Chester County, Pa. I am also a member of the Office of Economic Opportunity's Public Officials Advisory Council.

My appearance here today is on behalf of the National Association of Counties, and organization representing the Nation's 3,000 urban, suburban, and rural counties.

Unquestionably, one of the major domestic questions confronting us today is the fate of the war on poverty. It is of the utmost concern to county government.

Today, county governments' largest single budgetary expenditure is that of direct and indirect assistance to the poor. As recently as December 1966 our national association enacted the following basic philosophy with respect to our views on county governments' responsibility in this area:

The National Association of Counties believes the responsibility of alleviating and eliminating poverty is a principal function of county government, and therefore urges the respective states to provide counties with broad legal powers to accomplish such objectives. Additionally, we urge the respective states and the federal government to participate financially in these programs, however, that any accompanying state and federal regulation be such as to maintain the maximum degree of initiative and responsibility at the local level.

County government is very much a part of the war on poverty, and just as the Office of Economic Opportunity has received criticism for their efforts, so have we.

We are here today to offer our suggestions on how, based upon our experience and observation, the Office of Economic Opportunity can be improved; however, at the outset, it should be stressed that we support the continuation of the Office of Economic Opportunity. We do recommend that several basic changes to the program be considered.

First and most basic we feel OEO programs often suffer to a great extent from lack of commitment on the part of a large segment of local government. This is not because of what OEO has attempted but how they are doing it.

We appreciate the fact that the OEO is intended to be the spokesman of the poor and serve as a focal point for the Federal Government's efforts in the war on poverty.

Our suggestions are based upon the assumption that the OEO's purpose in the field of planning and programing is to be one of innovation and evaluation, that once OEO's programs have been tested and proven they should be assimilated into the fabric of our local government where they can receive the coordinative support of the communities' full resources and be integrated with the communities' efforts in the war on poverty.

We feel OEO shares our opinion that it is not desirable for them to retain indefinitely jurisdiction over specific programs that have been successfully tried and proven. If a given OEO program has proven to be beneficial in its limited application, it should provide the incentive for a much broader acceptance.

When this becomes the case, there will be the need for a different type of coordinated Federal, State, and local administrative structure. If the OEO were required to serve in such an arrangement, it would sap from the OEO its ability to be an innovative, imaginative, "free wheeling" agent.

Equally important is the fact that, as presently constituted, a majority of the CAA's are entities separate and distinct from any public agency and, therefore, separate and distinct from local government.

If the OEO fails to move their successful programs into the mainstream of State and local governments, we will see it becoming a giant repository of a multitude of Federal programs.

We will additionally see the development of two forms of local government, the first being our traditional local governments responsible to the body politic, and supported by our developing creative federalism's financial structure; the second being a Federal "OEO local government," supported by Federal funds.

Mr. McDERMOTT. We suggest that the law be amended to require that 3,083 community action agencies must demonstrate that they are making meaningful efforts to bring about the absorption of their programs by local governments. This could logically be required as an integral part of the community action agency's annual request for funds.

DEMONSTRATION PROJECTS

In the past, Congress has felt that the requirement of one-third representation by the poor on the governing boards is so vital it must be mandatory. Many local officials do not agree with this concept. In fact, it is this very requirement which contributes as much as any other reason for many local officials' lack of enthusiasm for OEO programs.

Most local officials feel they are not elected by their constituents to share their final decisionmaking authority with anyone. The final decision on the allocation of tax funds has been entrusted to them and it is highly unlikely they would or even should partially relinquish this authority.

They are willing to do so, reluctantly, however, when virtually all of the funds to be spent are Federal. Notwithstanding some local officials are satisfied with the present requirements regarding the poor involvement, some are not.

Others say that by emphasizing the poor's participation at both the policy and implementation level, as OEO does, the result is the poor are ineffective at both levels.

Consequently, we urge that the law provide for demonstration projects with respect to the participation of the poor. It may well be that the bringing of the poor into the poverty program as officials or members of boards of directors, does not result in the maximum benefit to the program's success.

At the very least, some programs might be improved if the poor's participation was at the implementation level and not at the policy level.

Many of our members feel that it would be worthwhile to gather additional evidence and information regarding this very controversial position. We can see no harm in allowing several programs to be carried out with the poor's participation being limited to implementation. This will mean they are serving as caseworkers, liaison and general staff, personnel, and so forth. Under such arrangement the policy-making would be under the purview of the local elected official.

We feel that we should be innovative and experimental with all aspects of the OEO programs including this very critical issue. Demonstration programs could provide us with the opportunity of evaluating and comparing which type of involvement brings the maximum benefit to the poor.

Another type of demonstration we would suggest would be the opportunity of experimenting with what is halfway between that which is currently required and that which we have suggested.

In this case, the Office of Economic Opportunity could recognize the elected county board as the umbrella agency which is ultimately responsible for coordination and funding all CAP activities. All OEO grant funds would go to the county treasurer and be subject to periodic audits.

In order to qualify for any project OEO grants, the county board would be required to develop a comprehensive plan for community action against poverty. This action plan would be able, where appropriate, to integrate all of the county programs with those financed by OEO funds.

In addition, it would facilitate the assimilation of OEO programs into the regular county operation where the OEO programs were proven effective and worth while. The county would hire and appoint additional staff to that of its normal planning operation. Such additional staff would be specifically charged to plan antipoverty projects.

On the other hand, the county would be required to establish a citizen advisory council, the majority of which would be composed of representatives of the poor. This council would also be staffed by those persons hired by the county to plan poverty projects.

Ideas for poverty projects could originate with either the county board or the citizen advisory council, but final approval would require independent approval of both.

The advisory council should or could provide for neighborhood councils where antipoverty projects would be in actual operation. These neighborhood councils could also have the majority representation of the poor.

In addition, the chairman also—of the neighborhood council—should also be a member of the countywide advisory council which would, in effect, have the veto power over all the proposed projects as would the county board.

The war on poverty is going to be a very long and frustrating effort. We feel it will be unfortunate if we assume doctrinaire positions regarding issues which are still subject to such different opinions by persons who have a genuine and sincere desire and are working toward ending the misery, hunger, and ignorance which plague so many of our fellow citizens.

We should not allow ourselves to get locked in on what just might not be the best and the only way to involve the poor. We have some trepidation that some people will interpret our remarks as trying to pull an end run around this requirement. Not at all.

We are merely trying to assure, through actual experience, that what we now have is the best or perhaps some other method may be better.

We should not be afraid to determine that question through experimentation and demonstrations. We ask your support of that.

I have appreciated being here today and I will attempt to answer any question you might have.

Chairman PERKINS. Mr. Dellenback?

Mr. DELLENBACK. I have no questions, Mr. Chairman.

Chairman PERKINS. Mr. Hawkins?

Mr. HAWKINS. I have only one, Mr. Chairman.

I think you indicated that the OEO should remain as an innovative agency and should retain jurisdiction of programs only until they have been proved, and in a sense they should be then spun off.

With that concept, are you willing at this time to indicate any programs you think have been proved and should no longer be retained by OEO, or have you any program to suggest that has been proved sufficiently and should not be retained by OEO at this time?

Mr. McDERMOTT. We think that operations such as Headstart, Neighborhood Youth Corps, are programs which have been well established and have been proven to be successful; yes, sir.

Mr. HAWKINS. Are you saying that NYC and Headstart should not be retained by OEO?

Mr. McDERMOTT. My reply would be my own personal judgment, since this is not a position which has been formulated by the National Association of Counties.

Mr. HAWKINS. I was asking for the position of the association.

Mr. McDERMOTT. They have not formulated a position.

Mr. HAWKINS. Then the reference you made to the NYC and Headstart was a personal opinion and not that of the association?

Mr. McDERMOTT. Yes, sir.

Chairman PERKINS. Mr. Dellenback?

Mr. DELLENBACK. Let me ask a followup question of the witness along the lines Mr. Hawkins has opened.

As one who has watched this carefully, even though it is not the official position of the National Association of Counties, Mr. McDermott, do you feel that in these areas such as Headstart there ought to be a change from the present situation?

Mr. McDERMOTT. In the Headstart program?

Mr. DELLENBACK. Yes, sir.

Mr. McDERMOTT. I don't believe it is quite as simple as that, and again I am giving you my personal reactions. I am also not on the directorate, but I do speak from 2 years' experience in the local community action program in my home county.

It is my feeling that the value of Headstart has been well established. I think it has been recognized, at least in my part of the country, that this represents a great departure from educational systems as we have known them there, and that it, however, in the field of education, and best administered by the educational system, but unless there is some watchdog agency, shall we say, or some continuing

concern, that the program be implemented as it was designed, I think that there would be a danger of going right back to the educational patterns as we have known them.

Mr. DELLENBACK. What do you think should happen with Head-start? I am not quite sure I understand what you are saying about this program.

Do you feel it ought to continue just as it is, or should there be some modification in its supervision?

Mr. McDERMOTT. No. In our particular county, the community action agency is the applicant agency. The delegate agency is the public school system of Chester County, and I think that this kind of arrangement is an effective one.

A comparable arrangement on the Federal level might be that the OEO continues to be involved to see that the program is implemented as it was designed, but the actual administration might be by the educational system of our country.

Mr. DELLENBACK. Have you had occasion to work closely with OEO on a national level in any of these capacities? You indicated that you were involved in community action, I believe, yourself.

Have you had occasion to work closely with the national office of the OEO?

Mr. McDERMOTT. Well, by "closely," I, at the beginning of my remarks, indicated that I have been for a year and a half a member of the public officials advisory council. We have met some half dozen times, I believe. I maintain communication with the national office.

Mr. DELLENBACK. Have you had occasion to deal closely also with the Office of Health, Education, and Welfare?

Mr. McDERMOTT. Very little.

Mr. DELLENBACK. So you are not really in a sound personal position to compare the efficiency of one department versus the other, as far as administration is concerned?

You see, what is involved in the committee's deliberations at the moment is whether the Office of Economic Opportunity, on the basis of its record and the projects for the country, should be, as a national office, disbanded, as you realize, and that such concepts as community action programs be preserved and go forward with aggressiveness, but under the general supervision of HEW, rather than OEO. It is this type of comparison about which I am asking. Have you worked closely enough with both of these agencies to make any comparative evaluation of whether you think the program of the war on poverty would move forward or backward if it were changed?

Mr. McDERMOTT. My response would be that I have had little experience working with the National Office of HEW.

Perhaps, if I may, Mr. Ward, who is counsel for NATO, and closely involved with the—

Mr. DELLENBACK. Mr. Ward, yes.

Mr. WARD. First, the National Association of Counties has worked closely with the Department of Health, Education, and Welfare, welfare being our No. 1 budgetary item involvement with the Federal Government, and also in the field of health and other programs that HEW has.

Although our national organization has no specific position on the point that you are making, I think that based upon our very extensive

discussion over the last few years with OEO, it would be the feeling that we would not want the Office of Economic Opportunity abandoned at this time, and the CAP or CAA agencies moved to the Department of HEW, notwithstanding, we feel HEW does a very good job in administering many of the programs we are involved in.

I think that we do feel, as Mr. McDermott has pointed out, that as these programs are tested, evaluated, and accepted on a limited basis in which they are now being implemented throughout the country, it will serve as an incentive for other counties and cities to pick up these same programs and make them part of their governmental fabric within their own communities.

At that time, it would appear that it would be desirable for those programs to be put in HEW which is—which have the structure of the traditional, if I may, Federal-State-local arrangement, rather than the innovative OEO program, which is somewhat a part from the local government and local body politic.

Mr. DELLENBACK. I am not, again, quite sure that I understand the “why.”

You indicate this extensive experience with HEW and with OEO. You do not feel this change should be accomplished at this time even though you ultimately subscribe to the concept of such spinoff or such movement over.

Why not at this particular time?

Mr. WARD. I don't think that we would say ever we would want OEO itself to be spun off into HEW, and it would be our observation at this time.

Mr. DELLENBACK. Why not?

Mr. WARD. Because we feel HEW would not be in a position to act in this coordinated mechanism in spite of the fact that we do have these joint convenor memorandums that the President has issued to try to coordinate various programs and functions which are administered by different agencies.

Mr. DELLENBACK. Which programs could not be so coordinated?

Mr. WARD. It would seem the neighborhood centers which have been developed—I think there are 14 of them this year—I believe that HUD is involved, I believe HEW is involved—I am not sure of the other Federal agencies. It seems that OEO has been able to act as a spark-plug, as a type of—I hate to use the word again—innovating group, which can bring them together. At least they have been designated that by Congress and by Executive orders, and it would appear this would be the time to give them more time and see how effective they are going to be in bringing this kind of program together.

Mr. DELLENBACK. You are talking now in terms of keeping OEO as a permanent agency, then?

Mr. WARD. At this time; yes, sir.

Mr. DELLENBACK. You think it should be indefinite in duration. You are not talking about the Office, the Office of Economic Opportunity ever terminating its operations but continuing indefinitely in the Government?

Mr. WARD. As long as poverty is facing us to the extent it is.

Mr. DELLENBACK. Assuming we have this as a smaller and smaller problem, but a permanent problem, you would recommend OEO be continued indefinitely?

You see, we have had some witnesses say, "We should continue this until a certain period goes by and then do away with it, but this is not the time to do away with it."

I read you sir, as saying something different. I read you as saying that OEO should remain as a permanent part of the Federal Government with certain programs being moved out from time to time. Is that correct?

Mr. WARD. As of this time.

Because one of the problems confronting local government, sir, is that we have 400-some-odd grant-in-aid programs, many of which are not related to the poor, Federal-aid to highways, and so on.

We have all these programs with their various requirements, various means of implementation, and as is pointed out in the editorial that was mentioned, it makes it difficult at the local level to get these programs together into some type of meaningful, coordinated approach.

We feel, of course, the best place to do this is to provide the local officials with the mechanism themselves to bring it together, but at the national level there has to be some type of agency or group of agencies which are entrusted with this responsibility.

Senator Scott, of Pennsylvania, has introduced legislation which has been joined in by members of both parties on this side, which would establish this physical planning in the Executive Office of the President, what we envision OEO is doing now.

If that would become a reality and evolution would come about. Perhaps OEO would no longer need to be in existence as this coordinating mechanism that we think is desirable at this time.

Mr. DELLENBACK. You would see the department which was established to deal essentially with problems of health and problems of education and problems of welfare, doing that coordinating work. Is it your answer that you do not see HEW doing that coordinating?

Mr. WARD. You see, there are other aspects to it besides health, education, and welfare. There are the problems which HUD have, and so forth.

Mr. DELLENBACK. Thank you, Mr. Chairman.

Chairman PERKINS. Thank you, Mr. McDermott, and Mr. Ward. We appreciate your appearing.

Mr. McDERMOTT. Thank you.

Chairman PERKINS. In order to accommodate Cynthia Parsons, we will still let the Job Corps witnesses remain on the side for a few moments. I know everybody wants to question some witnesses.

We are glad to welcome you here, Miss Parsons.

STATEMENT OF MISS CYNTHIA PARSONS, EDUCATOR EDITOR OF THE CHRISTIAN SCIENCE MONITOR

Miss PARSONS. Thank you, sir.

Mr. QUIE. Mr. Chairman, may I make a comment, that Miss Cynthia Parsons has been the education editor of the Christian Science Monitor for 5 years.

As a journalist she has been following very closely what has been going on, and she recently toured 13 vocational educational schools in the United States and Canada. As the chairman knows, because we had some conversation earlier about what vocational schools are do-

ing now, and because the chairman is probably the most knowledgeable person on this committee, and perhaps in the Congress on this topic, I know that you will be talking about something that is very dear to his heart. All of us will be interested to find out from you what is happening now with the legislation that has enabled the vocational schools to move forward as well as to explore the potential that these schools possess.

Chairman PERKINS. Do you have a prepared statement, Miss Parsons?

Miss PARSONS. During this time, I have made it briefer and briefer, and I am going to be extemporaneous.

Chairman PERKINS. Without objection, proceed with your statement.

Thank you for coming here today. We, as always, are delighted to have a witness who has made a study of vocational schools.

Miss PARSONS. I do have a series of articles which are appearing in the paper, and I will be glad to have them in the record, if you would like them.

Chairman PERKINS. Without objection, they will be inserted in the record.

(Series of articles by Miss Parsons follows:)

[From the Christian Science Monitor, June 13, 1967]

FITTING EDUCATION TO THE CHILD

Schooling for skills is in trouble.

Most vocational education programs and equipment are outdated and obsolete. Thousands of youngsters have been misdirected into purely academic programs when at least half of them should have been guided into direct preparation for employment.

The very words "vocational education" conjure up an image of inferior programs for inferior students.

At last, a freshly awakened interest in schooling for skills is stirring across the United States and in many other countries. Nowhere is there a greater educational need.

In Canada, industrial physics and industrial chemistry programs are turning out much-needed laboratory technicians.

In France, boys are given free lunches and work clothes—and their parents receive subsidies—to help enable the youths to learn a skilled trade such as cabinetmaking, masonry, or welding.

The new comprehensive schools being built in England contain metal and wood-working shops where boys can do more than "muddle about." Aided by this training, they can learn a trade and bypass some of the long years of apprenticeship.

In the United States a revitalized Office of Education has poured millions of dollars into vocational education since 1963. This school year 6.5 million students received vocational and technical training with the aid of \$265.4 million from the federal government.

Vocational and technical education is 50 years old in the United States. But it has only been in the last two or three years that some public school administrators have been giving schooling for skills as much attention as schooling for college.

The greatest need for skilled workers is, of course, in the large urban areas. Yet it is in these very areas that thousands of students have been forced through academic precollege programs totally unrelated to their immediate futures based on their interests and abilities.

The statistics for the state of Ohio tell part of the story.

STATISTICS STARTLING

The 1960 Ohio census disclosed that only 7.6 percent of the employment opportunities in the state required a college degree. At that time, 81 percent of all the

young people enrolled in public secondary schools in Ohio were taking a college-preparatory program.

The statistics further showed that 3.1 percent were enrolled in trade and industrial courses, 2.1 percent in vocational agriculture, 12.5 percent in office occupations, and only 1.3 percent in retail sales training.

But Ohio's needs were then and now quite different from what its educationists were providing. The requirements:

Craftsmen and technicians—42.2 percent. Farm agriculturists—3.7 percent. Off-farm agriculturists—5.3 percent. Clerical workers—14.4 percent. Retail sales personnel—14.7 percent.

PARENTS, STUDENTS SURVEYED

A 1964 survey of students and parents throughout this Midwestern state disclosed that 75 percent wanted vocational-technical training at the high-school level, 21 percent desired a totally academic or pre-college program, and 4 percent were undecided.

Yet in Ohio, as in the rest of the United States, the schools have been concentrating excessively on academics. The federal Office of Education estimates that less than 20 percent of all the teachers, texts, and equipment in American schools is vocationally oriented. Estimates also place most of the vocational equipment and course offerings in the outmoded or obsolete category.

While the employment need is for skilled craftsmen and technicians, the high schools have been counseling more than 80 percent of all students to take pre-college programs, although they have been able to place only one out of every six graduates in college.

The other five? They enter the world of work with no marketable skill, a poor estimate of the grandeur and nobility of manual labor, and an even poorer estimate of themselves.

QUESTION PUT BLUNTLY

A New Mexico vocational educator of Spanish descent put it this way:

"What kind of a job can a boy get here in northern New Mexico with a high-school major in history?"

A check of the "help wanted" section of any city newspaper today discloses a persistent need for automobile mechanics, plumbers, electricians, pipe fitters, laboratory technicians, toolmakers, maintenance men, appliance repairmen, clerk typists, secretaries, hairdressers, and key punch operators.

The United States has approximately 74 million working people. More than half of these should be skilled craftsmen, but the Bureau of Labor estimates that only 13 percent can be so classified.

PROGRESS SHOWING

Fortunately, things are stirring today in vocational education. A recent trip across the United States and into Canada provided encouraging evidence of progress. As I visited vocational and technical schools, witnessed programs in action, talked with educators, and read reports, I became increasingly impressed with the innovations now taking place.

Much remains to be done. But more and more school officials and systems have been responding realistically to the need to do it. In this sense, the state of vocational education has never been healthier.

Federal money has been a boon. So have better relationships among labor unions, management, and vocational educators.

Advisers from business and industry have spent countless hours helping schools upgrade their programs. Thousands of dollars in equipment have been donated to schools. Men and women from industry have given up high-paying jobs to teach high-school students a trade.

In Las Vegas, Nev., the new vocational-technical center has wall-to-wall carpeting, the latest in equipment, and a very fine esprit de corps.

In Allentown, Pa., every shop has a typewriter and all the boys learn to type out their reports.

In Ohio's Penta-County area vocational school, one-way mirrors permit viewing of the nursery school prior to actual work with the children.

In Northern New Mexico State Vocational School, the boys learning carpentry build complete houses and learn to be the Jacks-of-all-trades they will need to be in that rural area.

In Milwaukee's vocational-technical school, the boys in the print shop learn some computer technology, the setting of "hot" type, and the mysteries of the offset press.

AIRPLANE OVERHAULED

In Portland, Ore., a complete airplane is overhauled each year and then test-flown by the instructor; in Helena, Mont., prospective airplane mechanics also work toward a pilot's license.

Vocational educators are standing a little taller these days. They like to tell you how qualified they are academically—if they are—and how little academics really means if they aren't college graduates.

They are still defensive. And they are ashamed of those industrial arts programs which still limit girls to sewing up aprons and boys to making book ends.

Vocational educators argue among themselves about the relative merits of including vocational subjects under the same roof with precollege programs, of having the students do production work, of separate schools for boys and girls, of requiring teachers to have "X" number of years in a trade, of the type of academic program which should complement the shop work.

WORKING TOGETHER, NOW

But by and large vocational educators are working together in this new climate of interest to bring schooling for skills into the 20th century.

The next nine articles in the series, which will appear weekly on this first page of the second section, will pinpoint exciting new programs, and report on some of the new spirit of interest in education for immediate employment.

That makes schooling for skills schooling for jobs.

[From the Christian Science Monitor, June 20, 1967]

BENSON POLYTECHNIC TURNS NO-NONSENSE LEARNERS INTO CAPABLE DOERS

PORTLAND, OREG.—To Portlanders, Benson Polytechnic High School means vocational education plus. Benson teaches learning for doing. But its community and regional significance extends far beyond instruction in mechanical skills. Benson means:

A 100 percent record over many years for placing its graduates in college or a job—prior to graduation.

A sensitive alertness to the needs of local industry.

Lifetime job placement service for Benson graduates.

These are some of the reasons why—at a time of accelerating change in the job market for skilled and semiskilled workers—Benson is more than prepared to cope.

The Benson image also is firmly founded on high entrance standards, a rigorous course of study, a fine reputation in the community, highly skilled teachers, and the latest vocational and technical equipment.

EXAMPLE FOR OTHERS

Benson is, without doubt, one of the most outstanding technical high schools in the United States. What Portland has in Benson is, possibly, what every city should have.

If vocational schools are thought of as the dumping ground for the academically weak and socially unacceptable, then they can't begin to perform a needed service to students or community. Benson overcomes this problem by combining in one school the most outstanding boys in the City of Portland who score high in math and science, with other boys who are headed for immediate employment in a trade.

Boys who enter Benson's four-year preengineering course must complete the eighth grade with achievement scores at least two years above average. They must have earned the commendation of their teachers, and must show exceptional aptitude in the sciences. These boys make up approximately half the student body of about 2,000.

The other half is composed of boys who want to terminate their education after completing grade 12, and who want to move immediately into a semiskilled job or an apprentice program with one of Portland's many unions. These boys may even be a little below average in their reading scores but must show some aptitude, too, in both math and science.

DISCIPLINE PAYS OFF

Contrary to much public opinion, a boy does not need to have a college degree to get a good job in business. Industry is looking hard for the boys who have learned to discipline themselves, who can follow orders, are eager to learn new skills, and want to lead satisfactory work lives.

Thousands of boys across the United States, quite uninspired by academic pursuits, are not given a vocational education relevant to their desires and present abilities. This puts them on the streets of large cities and causes sociologists to label them "social dynamite."

Portland's vocational-school program is designed to avert this problem.

Young Oregonians consider it an honor, then, and not a disgrace, to graduate from Benson. I witnessed this sense of pride when I registered at my downtown hotel. The young desk clerk asked:

"What's The Christian Science Monitor doing way out here in Portland?"

"Visiting the Benson Polytechnic High School," I answered.

He looked startled for just a moment then recovered himself saying, "Well, I graduated from Benson and I'm mighty proud of it."

MORE THAN 100 BOYS TURNED DOWN

Last September more than 100 boys were refused admission because there was no more room in this free, selective, public high school for grades 9 to 12. Almost half of the boys have part-time work during weekends and vacations related to the vocational and technical work they are doing in school.

And many of the college-bound enter universities, institutes of technology, and four-year colleges with advanced standing due to the superior work they have done in math and science at Benson. Benson is a no-nonsense school. As Aki Nishimura, vice-principal explained: "I guess you might call us old-fashioned here. We don't allow the boys to wear outlandish hair or clothes, and we keep a pretty tight rein on the activities."

The prescribed courses of study reflect this attitude, too. Every freshman must spend two of the eight periods each day in shop work. For 12 weeks these ninth graders learn practical machine technology, for 12 weeks they concentrate on industrial and communication electronics, and the internal-combustion engine takes up 12 more weeks.

TEACHERS AID SELECTION

Essentially the freshman work is orientation. But it is also an opportunity for the shop men to get to know the boys. For these shop teachers, in conjunction with the guidance counselors, will help these freshmen when they become sophomores decide just what their major course of study will be.

A student may flunk out of Benson, at which point he is reassigned to another one of Portland's high schools. For those who make it to the sophomore year, the difference between the courses for the vocation and college bound begins to widen. For example, all sophomores take a course in drawing. The technical students devote only 43 minutes a day to this essential skill; the vocational students 86 minutes.

The precollege students, even though their later work is not going to call on them to use shop tools, nevertheless are taught the basics in such skills as pattern-making, plumbing, carpentry, and welding. The same shop teachers who guide the college bound, also work closely with the job bound to make employable craftsmen of them upon graduation from Benson.

MARKET NEEDS KNOWN

The shop teachers are expected to know the local employment market so well that boys will be sure of placement prior to graduation. Benson's record, for many years, has been 100 percent. All the boys are either in college, in the armed services, or employed full time.

For vocational students, placement in a job is as important as placement in a college to a technical student. Since Benson's shop teachers also are guidance counselors for their students, job placement is on a person-to-person basis.

In fact, many Benson graduates return to their old shops and to their former teachers for part of their apprentice training with one of the labor unions.

This close relationship between teacher and market place can only be envied by the shop teachers' academic counterparts. This because college guidance counselors must deal with more than a thousand market places.

One of the major criticisms of most city vocational schools is that they are too shop oriented. That is, that the students spend too much time in the shop; too much time using their hands and not enough using their heads.

STRONG ACADEMIC DIET

Benson does not overemphasize shop work. The juniors and seniors headed for college spend no more than one-fourth of their time in shop, and the prevocational boys no more than one-half. All the young men are given a strong academic diet with the most up-to-date curriculums available.

One of the most popular electives at Benson is art. The day I visited the school, hooked rugs were hanging in the art room and displayed prominently in the main front hall. The boys first work out an original design with water color, crayon, or colored chalk, and then transfer the pattern to the hooked rug backing. The designs were exciting and the workmanship outstanding.

Benson also has managed to keep abreast of the needs of local industry by using teams of advisers representing labor and management to assist the school. The 12 major skills offered at Benson each have their own advisory committee made up of Portland business and labor leaders, and these committees advise on curriculum, teacher training, and securing of equipment to keep the shops abreast of the times.

INDUSTRY COOPERATES

One of the advisory committees, for example, suggested that Benson's new foundry teacher might well spend considerable time this summer working in industry. Accordingly, a few of the companies have cooperated to give him short-term employment—at full pay—for the summer months.

One school officer has the sole job of giving lifetime job-placement service to Benson graduates. Advisory committees assist him in this work. Prior to graduation each boy is helped to find a place in college, in the armed services, or in the world of work. After graduation he is free to return to Benson for further counseling about changing his job, getting further training, or returning to industry after a stint in the armed services.

I asked Mr. Nishimura about the academic program. "It is second to none," he proudly stated.

"We offer the SMSG [School Mathematics Study Group] math throughout, as well as PSSC Physical [Physical science Study Commission] physics, BSCS [Biological Sciences Curriculum Study] biology, and two sophisticated courses in 'new chemistry.'"

INNOVATIONS IN MATH

Benson also has math and science courses, related to the shop work, which it devised right there. For example, the SMSG geometry program, while quite suitable for a college-bound student, would not fit the needs of a student majoring in prevocational patternmaking and metal fabrication.

There wasn't any course in geometry related to this basic skill, so Benson wrote its own, combining the talents of the mathematics department with those of the shop teachers.

This is innovative education coupled with quality control.

[From the Christian Science Monitor, June 27, 1967]

OPPORTUNITY KEEPS ON KNOCKING

DENVER, COLO.—Bill Thompson is a dishwasher at an all-night diner. He's on from 10 p.m. to 6 a.m. He sleeps in the morning, but at 1 p.m. he's at the Emily Griffith Opportunity School in downtown Denver studying to be a jet aircraft repairman. He has put in 1,000 hours of training, with 800 more to go.

Helen Lowe works for a large Denver firm. She is a secretary, but she has never been trained in taking dictation from a machine. Every morning she spends an hour at the Opportunity School in a course in dictation. When she has completed the course, she will be upgraded on the company pay scale.

Mrs. Mary Kimball has two children in school and a four-year-old at home. Once a week she watches a TV program which is teaching her how to sew. The TV teacher also instructs sewing classes at the Opportunity School, and Mrs. Kimball is on the waiting list for one of the advanced sewing classes.

LANGUAGE LEARNED

Juan Ramero arrived in Denver on a Saturday. On Monday his cousin had him registered in an English class. Juan quickly learned enough English to enroll in the Opportunity School's high-school program and he is following an individualized course through English, math, and social studies. His math teacher has assured Juan that he can take a basic electronics course next year in the evenings and continue his job as a polisher in a car-wash establishment.

In 1916, the year that the Denver Opportunity School opened its doors, 2,398 Juans, Marys, Helens, and Bills came to take advantage of its unique personalized educational service.

Last year, more than 32,000 young and older adults took at least one course at this public school.

The youngest students at the Opportunity School are 16. These pupils are enrolled in other Denver public high schools and take only one special course at the Opportunity School. The next youngest pupils are over 21 and quite possibly are school dropouts who want either to finish high school or take a course, such as shoe repair, which will give them an immediate, marketable skill.

The oldest student at this year-round 8 a.m.-to-10 p.m. school is 95. He is enrolled in a daytime oil-painting class and was at work on a flower still life the day I kibitzed over his shoulder.

The City of Denver operates 130 schools with an annual budget of \$78 million. The Opportunity School spends \$2 million of that each year. Enrollees who live and work outside the school district must pay a modest tuition, but for all Denver residents the courses are free.

SPECIAL COURSES SLATED

The Opportunity School will set up any course any time if there is sufficient interest and need. A rubber company, for example, which was opening a subsidiary company in Belgium, asked for and got a crash program in technical French. A group of men from several large advertising firms offered to conduct clinics for small-business operators. The clinics were set up at convenient locations around Denver and proved a tremendous boon to the small-business men who must handle their own advertising.

Another short clinic was held for store detectives.

A certain type of skilled machinist was needed by one large Denver company. The business took \$85,000 worth of machinery over to the school, freed a foreman to teach a course, took the machinery back to the plant, and hired the students from the course who began production work on the same equipment on which they had trained.

The Opportunity School also tries to get ahead of job needs by feeling the business pulse of the community. For example, the school had trained TV repairmen before the first set was sold in Denver. The school also introduced jet-engine repair, and graduated certified repairmen before there was a jet at Stapleton Airport.

In the context of the nation's growth, Denver is still an American melting pot. Hundreds of immigrants first learn English and apply for citizenship in this mile-high city.

The school's citizenship teacher, Miss Esther Heller, is herself an immigrant from Poland who first learned English as a foreign language at the Opportunity School. Then she took the course in citizenship, following this by taking enough basic education courses to get a high-school diploma. She is now a college graduate, and a teacher at the university level as well as at the Opportunity School.

WAITING LIST GROWS

Along with several others, the citizenship class has a waiting list. On March 20, the waiting list for the more popular courses stood at 3,732.

At the same time, there are always some vacancies in classes because each student in each class moves along at his own pace. As soon as a student completes a course, the first one on the waiting list is notified. He may enter the class immediately—there is no waiting period.

Students enrolled in barbering or cosmetology normally put in an eight-hour day five days a week until they have studied the required hours and are ready to pass the state examinations. The many students who cannot come for more than one hour a day are also accommodated. This has been the school's policy since its beginning.

That beginning goes back to 1907, when Miss Emily Griffith, a Denver public-school teacher, visited the homes of her children to find out why their homework wasn't done and why their clothes were tattered and torn. She found that their fathers were often out of work, unskilled, and uneducated. She also discovered that mothers were inept at budgeting what little money they had and didn't recognize the potential of good schooling.

To break the cycle of poverty, sickness, and deprivation, Miss Griffith reasoned, a school was needed. Such a school should allow adults to do high-school work, should teach trade skills such as carpentry, sewing, auto mechanics, and welding.

Miss Griffith also determined that such a school need require no previous educational background, should be open and free to residents of Denver, should have teachers willing to double as counselors, should give no grades, and require no homework.

For 50 years the Emily Griffith Opportunity School in downtown Denver has pursued its original policy. The school also has reached outside its own buildings and conducts classes over TV and in more than 100 locations around the city.

COMPUTER USED

Most of the courses taught at the Opportunity School are devised right there. The teachers write their own curriculums, set up their own workbooks, and the school shop prints out the desired number of copies.

The Opportunity School owns its own IBM 1440 computer. The computer teacher heard that a 1440 had been damaged in a recent flood and asked for the machine. He got it for what it cost to transport it to the school, taught computer repair and maintenance to a class while cleaning it, and now is able to use the computer in several special computer-technology classes.

Sewing is the most popular activity at the school. For a few of the women it is a hobby. But for most it is a way of making a living or of augmenting the family income.

The Opportunity School offers training to apprentices in such trades as barbering, boilermaking, carpentry, electrical construction, printing, plumbing, and sign painting. In some instances Opportunity School teachers go to the industrial plants to give instruction. In others, the students come to the school.

Women and girls living at homes and hospitals in the area are also included in the Opportunity School program. Teachers come to them with courses in bookkeeping, business education, business English.

This year, employees of the Colorado State Highway Department can take a course in letter writing. This work is given to those who already have typing skills, but who have not had a recent course in business writing.

Students interested in becoming salesmen, merchandisers, or sales managers take one of the more than 50 courses in distributive education. Art is taught for those who want to work on layout and designs of ads and sales displays. A career training course includes instruction in retail buying, advertising, credit insurance, real estate, traffic, transportation as it affects business sales, small-business management, and other related topics.

EXPERIENCE OBTAINED

Denver's high-school seniors who elect distributive education spend the mornings in class and the afternoons on the job—to the tune of 15 hours a week.

The arts-and-crafts division is always full to overflowing. There are courses in basic drawing, ceramics, enamel on metal, jewelrymaking, lapidary, silversmithing, sculpturing, woodworking, and painting. For many of the pupils in these courses the school is their social center.

A wishing well is kept at the front office for those who say, "I wish you taught XXX." If it's not taught, then the wish is put in the well which is frequently emptied. A sufficient number of Denver citizens all desiring the same program will have their wish granted.

The Opportunity School is just that—an opportunity. For those who are just lonely it is a place of companionship. For those who are illiterates it is a way out of darkness. For those beset by poverty it is the road to a job, dignity, and personal success.

[From the Christian Science Monitor, July 3, 1967]

VOCATIONAL CENTER WITH "EVERYTHING"

LAS VEGAS, NEV.—The administrator of schools for technical, vocational, and adult education in Nevada's Clark County, Raymond L. Sturm, is a man with a dream. Part of this dream has been realized in the form of a 3.2 million vocational-technical school located high on a mesa overlooking the Sunrise Mountains and the Nevada desert.

Las Vegas, long known for its wide-open gambling and lavish hotels and casinos, now boasts one of the most advanced vocational schools in the world. The Southern Nevada Vocational-Technical Center is every inch modern.

Wall-to-wall carpeting is laid throughout, with the exception of a few shop areas.

Gourmet cooking classes use a \$2,000 grant from the federal government to buy, prepare, and serve such seafood delicacies as scallops, lobster, crab, and even frogs' legs.

A complete motel unit is a teaching laboratory for the hotel-management classes.

Service-station attendants are trained in an up-to-date automobile service station.

Movable partitions rather than interior walls, designate work and class areas.

Electronically controlled work stations serve those studying office practices. Students, using electric office equipment, can tune in on headsets to get dictation lessons given at their own speed level from a central control.

A central library specializes in technological books and magazines. Study and listening carrels are spotted throughout the school.

The latest electronic equipment is used for diagnosing and correcting mechanical automobile deficiencies.

The beauty shop boasts special equipment for hair dyeing, facials, manicuring, wigmaking and care, hair cutting, shampooing, and setting.

Of the 86 schools in Clark County, the vocational school is the most expensive, most lavish, most elegant, most functional.

For years vocational education in Las Vegas as well as in the rest of the United States has taken second place to academics. Learning for doing has been relegated to basements, barns, prefabricated structures, condemned buildings, and the like.

Vocational students, by and large, have been given little or no counseling, no praise from the school district for their school or work achievements, and have been forced to make do using old outmoded equipment.

SHORTAGE FOUND

A few secretarial and home economics courses and some work in industrial arts were all that Las Vegas offered its noncollege-bound boys and girls up to 1966. Yet there are relatively few jobs available in Nevada which demand a college degree. Most require some hand skill, and the schools had, until most recently, failed to provide this.

The other part of Mr. Sturm's dream has been a full education for every boy and girl.

In his cinder-block office located on a patch of desert, this sensitive educator recently made an eloquent plea for truth-telling on the part of school people.

It is his dream that all school personnel unite to give every child a relevant education, one which combines professional academic skills with professional work skills.

A special study of the employment needs in Clark County turned up a serious shortage of trained service-station attendants. Every day thousands of tourists flock to Las Vegas. Many come by automobile, and Las Vegas is a main truck stop for hundreds of cross-state and cross-country truckers. There are more than 500 service stations in Clark County; a questionnaire returned by some 200 of them helped determine the curriculum for an unusual course.

An 11th grade boy, who elects the service-station course, takes two hours of auto mechanics a day on top of his regular academic schedule.

SALESMANSHIP TAUGHT

His shop training is not professional or expected to turn out a skilled mechanic, but rather to familiarize him with how automobile and truck engines

function. Other instruction includes the servicing of different engines, both gasoline and diesel.

During his final year in high school, the prospective service-station attendant learns proper salesmanship techniques and how to deal with the public. Here his training is taken, in part, in the distributive education division. He goes to the office skills personnel for help in simple and double-entry bookkeeping, and back to the auto mechanics shop for detailed information about the products sold in most service stations.

For example, he is taught the difference in composition between a standard and a premium tire. He is shown how different batteries operate, how they are made, and what constitutes "life" for a battery.

His chemistry instruction goes into paints and polishes, fuel viscosity, and a breakdown of lubricants.

All the boys in the course can elect a work-study program which allows them some on-the-job training after school and during vacations.

So far, Mr. Sturm reports, all graduating students have been placed in service stations, and all employers report satisfaction.

OPPORTUNITY OFFERED

It is expected that some of the boys will return to the vocational school to study auto mechanics more deeply, that others will want to major in auto body work, and that a few others will want to get further help in the operation of a small business in the hope of owning and operating their own service stations.

The girls who come to the center to learn office practices already have taken typing and possibly shorthand in their home high schools. But the center offers them the opportunity to become specialists and to pass rigid examinations in specific office skills.

In accordance with standard business practice, the girls work at desks similar to the "stations" they can expect to encounter when they become wage earners. They use electric typewriters. Each desk has its own telephone. And each girl moves through assigned tasks at her own pace monitored by a teacher.

At some time during a morning of work, a downtown lawyer may call and ask for a girl to take a letter. The switchboard operator, a student in training, flips to the phone of a girl training to be a legal secretary and to the instructor. The lawyer interrupts the girl's morning routine, dictates the letter, and then hangs up.

NOTICE ATTRACTED

The student is expected to carry out the instructions to the teacher's satisfaction and the letter will be sent downtown for the lawyer's approval and signature. The same girl will learn to take dictation from a variety of machines containing several different types of voices, all dictating at different rates of speed.

Every program at this exceptional vocation school is worked out with the same creativeness and sense of purpose.

Not yet a year old, the center is already attracting countrywide notice for both its design and its innovative curriculum.

One of the counselors, a woman who was in on the year of program planning before the school even opened, told me that she had never had a more rewarding time.

Another Clark County school official said that a top notch English teacher from one of the academic high schools was moving to the vocational center. He said that she was so thrilled by the philosophy of combining academics with vocational experience that she doesn't want to be left out.

Certainly this multimillion dollar school pulses with Mr. Sturm's philosophy. Not only is the building magnificent and architecturally exciting, but the teachers are exciting. The classes are stimulated, the teaching dedicated.

Mr. Sturm denies vehemently that this type of education is any less respectable than a strictly academic diet. In fact, he maintains that the practical applications of chemistry, mathematics, English, and physics required for a boy to learn the ins and outs of properly servicing and overhauling automobiles and other machinery is just what academia needs.

"We act like tin gods when we tell the nation that we are serving the boys and girls when we give them a purely theoretical education," says Mr. Sturm. "But we aren't serving them. We aren't even exciting them about learning.

"Vocational and academic education must work together. It isn't one or the other. It is both."

[From the Christian Science Monitor, July 11, 1967]

UNDER ONE ROOF IN CANADA

ETOBICOKE, CANADA.—Canadian educators call it a "composite school," by which they mean the combining of vocational and academic training under one roof. On either side of the border, the concept can start an argument whenever two or more vocational-technical educators get together.

In 1966, the New York City Board of Education ruled that separate vocational and technical schools were "out" and that comprehensive schools, combining academic with vocational and technical courses, were "in." This spring the board reversed its position, and the old controversy flared anew.

The New York superintendent of schools and the Board of Education, while committed to comprehensive schools in theory, have declared that the closing of separate vocational and technical schools is just not economically feasible.

Critics of the "separate-schools" policy charge that discrimination is at the heart of the New York decision. The city's trade schools enroll a majority of ethnic-group children. Opponents argue that this doesn't give such children a proper chance at a richer academic diet. Separate vocational schools are too often thought of as second rate and have long been known informally as the dumping ground for "difficult" students.

It is quite true that the boy or girl who is academically deficient, socially inept, rebellious, or fractious is frequently counseled out of an academic program into a vocational one.

SUITABILITY ARGUED

But vocational educators insist that such students are even less suited to learning a skill—combining scholarship with manual dexterity—than they are to following a less-demanding program stressing academics.

While New York argues, the Borough of Etobicoke, just west of Toronto, has taken composite schools in its stride. Two special vocational schools continue in operation. But these are for boys and girls of limited ability who need to learn basic care of themselves as well as how to hold down an unskilled or semiskilled job.

Almost all the Etobicoke Borough high schools combine an arts and science program with either business, or commerce and technology, or both. Not all of the high schools teach all the various skills and subjects, and only five carry a strong technical program. The policy, though, is to house teaching of the separate academic disciplines and manual skills under one roof, and to give each student the same options, electives, pride in scholarship and school, and opportunity for free choice of program.

Etobicoke is in an area of exciting growth. In 1928, the township had one high school. Today the borough has 17—most of which are helping to provide the skilled workers needed by area industries. Laboratory technicians are needed, as are men in the construction trades. Girls with secretarial and office skills can be employed by the scores of businesses moving into this Toronto suburb.

Recently I visited Martingrove Collegiate Institute, for grades 9-13. Martingrove opened its doors in December, 1966, and is already building an addition. When completed, the school will have cost more than \$5 million.

Martingrove conducts two curriculums: arts and science, and science and technology. About 60 percent of the students are enrolled in the technical program; the others are enrolled in the more academic arts and science curriculum.

FOLLOW-UP SOUGHT

Martingrove's principal, James M. Day is very much in favor of composite schools.

"The academic work which is common to both programs is not divided up," he explained. "If we were to split them into different classes, we must make differing standards, and this is unfair."

Students who elect arts and science are university bound and must complete a five-year program to qualify. Boys and girls who major in science and technology may opt for a four-year terminal program or a five-year university-bound curriculum. And students may change their courses if they decide either to complete high school at Grade 12 instead of Grade 13 or vice versa.

When Mr. Day and I visited the microbiology laboratory we got into conversation with a 10th grader.

"I was in arts and science, but now I've switched to technology," he said. "I am specializing in microbiology now and looking for a university course to follow it up. After that, I want to teach in a setup just like this one."

The youngster was working on a project of his own devising. He was handling research tools with enthusiasm and considerable skill. Beside him was a boy preparing and studying slides. At the front of the room the teacher was demonstrating a heating-for-testing technique.

SHOPWORK PURSUED

The microbiology room was designed by the instructor. It was added to the science and technology program at the suggestion of the school's advisers on technical subjects. The lab is complete, with three incubator rooms: one for 37 degrees centigrade, one for 25 degrees centigrade, and one for 2 degrees centigrade.

Martingrove Collegiate Institute also offers a course in industrial physics complete with functioning laboratory-testing equipment. This special course includes study of fluid power, mechanics of materials, instrumentation, as well as electricity and electronics.

Students perform electric and electronic shop work in the electronics laboratory after learning related theory in the industrial physics room. Each student works at his own pace, sometimes in twos or threes, on individual problems and projects.

Classroom equipment includes a power supply of fluid connected by snap-on hoses to certain instruments; the teacher controls the supply. Students are given problems whose solution requires connecting the right hoses to the right instruments. Thus they can see and experience for themselves the combining of theory with practice.

Industrial physics also is offered in a four-year or five-year program. The five-year students are headed for university and already preparing for the engineering profession. The boys in the four-year program become skilled workers with sufficient academic background for further education at a community or technical college.

Ninth and 10th graders enrolled in science and technology at Martingrove C. I. have a completely prescribed program of studies. Each student spends 2½ months in each of the shops. This ensures, Mr. Day explained, a better choice of career.

SHOULDER RUBBING

Each student is able to find out for himself where his talents and interests lie. He gets a fuller appreciation of the type of discipline involved in each of the subject areas. Martingrove offers auto mechanics, architectural and mechanical drafting, electricity, electronics, machine technology, industrial physics, and microbiology.

The boy or girl who might want to study industrial chemistry would apply to Thistletown Collegiate Institute or Brunhamthorpe Collegiate Institute, two other schools in the Borough of Etobicoke. Girls interested in becoming dental assistants would need to apply to Etobicoke C. I.

Mr. Day is equally interested in all his students. As he sees it, the boy or girl completing Martingrove C. I. at the end of the 12th grade is no different from the one continuing through Grade 13 and then entering university.

Martingrove's motto is: "Lumen in vobis est"—"The light comes from within." Mr. Day elaborated on this theme by adding, "The boys and girls all have the spark of intelligence in them. It's our task to bring it out and put it to the best use for them."

Asked to explain in a word why he was so in favor of the composite-school idea, Mr. Day thought for a moment and then said, "Rubbing shoulders, that's what's important."

[From the Christian Science Monitor, July 18, 1967]

EDUCATION FOR TOMORROW'S JOBS

FORT LAUDERDALE, FLA.—When should vocational education begin? A few educators argue that all skill training, all occupational education, should come after a student has completed 12 years of high school.

Many insist that students should be tested between the ages of 11 and 14; all those not rated academically superior should be given three or four years of vocational training toward immediate employment in manual labor.

A very few—an articulate few—are beginning to talk seriously about vocational training from kindergarten through adulthood.

Those who talk about combining vocational, technical, and academic education all though the entire school program have a name for this—the organic curriculum. These innovators want no part of fragmented learning. They don't want divisions between manual and literary skills.

In the words of Robert M. Morgan and David S. Bushnell of the United States Office of Education:

"Unfortunately, much of what is now taught in our public schools fails to recognize that technology is generating profound changes in the nature of work. The tendency in the past to separate general and vocational education has penalized both those who are college-bound and those who plan to terminate their formal education at the end of high school or junior college.

"The academically oriented students are directed to those college-preparatory programs which will enhance their performance on the college-entrance exams. They have little opportunity to acquire a knowledge of the functioning of the business and industrial community.

"At the same time, vocational students receive too little opportunity to develop competence in the basic learning skills which they must have if they are to cope adequately with present-day society."

CURRICULUM MODIFIED

At the Nova Schools, Fort Lauderdale's world-famous innovative public schools for Grades 1-12, a modified organic curriculum is already in effect with considerably more to come. For example, the Nova Elementary School contains a practical arts room which was designed by Warren Smith, Nova's supervisor of technical education.

The practical-arts room is manned by a vocational educator—a teacher skilled in the use of power equipment, simple tools, arts and crafts techniques. Equipment includes jig saws, lathes, carpentry tools, a small printing press, washer, dryer, refrigerator, child-height electric stoves, work benches, vises, simple electronic testing equipment, clay, wood, plaster of Paris, metal, water.

Even the youngest children come to the room for work on projects. They come in small and large groups, singly, with and without a homeroom teacher, and grow remarkably familiar with basic manual skills.

While I was there, the youngest pupils were constructing models of famous dams. They had cut out the plywood boards they were using, painted the surface, designed a landscape from available materials, used reference books in the library to see the differences in the constructions of dams, and built their own out of soft wood.

WIDE VARIETY OFFERED

Mr. Smith also has the elementary-school library stocked with vocationally oriented books. The children not only read about the friendly policeman but the contented carpenter, happy mason, clever architect, careful electrician, and so forth.

Reading assignments in the lower grades include basic blueprint reading, and arithmetic lessons often require practical applications through model building or planning.

With the coming school year, Nova's 7th to 12th graders will be required to elect at least one technical-science course each year of high school in addition to a full program of science, social studies, English, mathematics, and foreign language. This wide variety of courses is possible not only because Nova High School has modular scheduling but because more than half the students at any given time are working on individual projects.

The flexible scheduling, with each student responsible for his own program, combined with extensive use of programmed texts, direct teaching by TV, and computer-assisted instruction makes it possible for Nova students to combine academic and vocational education at their own literary and manual-skill levels.

Achievement in the technical and vocational skills, Mr. Smith explained, will be measured by competency and not by time spent in class.

All 7th-year Nova students will be required to take a course called visual communications. Occupational skills to be learned in that program include: perspective drawing, isometric drawing, orthographic projections, and scale drawings. The 8th-year students must all learn to type; to operate keyboard equipment, drafting equipment, and electronic testing equipment.

BREAKING THE IMAGE

Mr. Smith explains that Nova's vocational program is not designed to serve just the employment needs of Fort Lauderdale. Instead, he sees Nova as a pilot study and showcase for the entire United States, demonstrating an integrated or organic curriculum to fit the needs of all students.

Nova, therefore, will not teach barbering, or cosmetology, or restaurant cooking, or auto mechanics. The six areas to be covered in technical science are: graphic arts, drafting, mechanical technology, home science, electronics, and business education.

Nova is trying valiantly to break the image of girls only taking typing and shorthand, sewing and cooking. The world of work is wide open to women, and Nova is asking all its students, not just the boys, to take a thorough program of technical education.

Each year business and industry demand skilled workers at the technical-assistant level. Research laboratories, test laboratories, drafting studios—none can find enough trained workers. These are areas in which girls could make a significant contribution, but vocational-education critics charge that most high-school counselors fail to point this out to the noncollege-bound girls in the student body.

Statistics available from the State of Wyoming tell that, of 35,895 students in Grades 7-12 in the public schools this year, 13,158 were enrolled in typing, book-keeping, and secretarial courses. No Wyoming girls were offered cosmetology, graphic arts, printing occupations, or laboratory-technician programs.

Even where a broad range of vocational training is available to girls, few ever take advantage of it. A study of nine school systems by a team of vocational-education researchers at Pennsylvania State University revealed that the schools themselves have compounded the problem by giving girls a bad image of vocational education in general and of themselves as part of the labor force in particular.

MORE ELBOW ROOM

The conventional notions hold that: there are few occupations appropriate for girls; girls should only plan on working until they get married; girls should not prepare themselves for important jobs because they will marry and waste their training.

Nova High School is taking the leadership in destroying these notions, and the Pennsylvania State University study team urges the rest of the academic community to follow suit. According to the study, intertwining vocational with academic schooling would solve the problem of vocational training for girls.

Nova is not only pioneering a vocational-technical program which includes girls in the technical areas, and boys in the business-education curriculum, but in a broader concept of occupational training which will allow graduates more elbow room in the working world. A recent government study predicts that adults living in the latter half of the 20th century will change occupations at least three times.

Already automation of skilled and semi-skilled jobs is dramatically showing up the shortcomings of too specific training in job skills. The worker of tomorrow needs to have a broad enough background in vocational-technical education to move from one skill area to another without requiring massive retraining.

This is what the organic curriculum seeks to achieve. This is the sort of vocational training Nova is proud to offer its students.

[From the Christian Science Monitor, July 25, 1967]

DEMAND FOR SKILLED WORKERS ESCALATING

Contrary to what most United States citizens may believe, there will be more, not less, need for skilled workers in the near future. Government economists predict that by 1975 the total number of jobs will increase by 18 percent. Here is how these economists forecast the needs:

Professional-technical workers, up 54 percent; clerical workers, up 37 percent; service workers (gas-station, attendants, etc.), up 35 percent.

To meet these demands, public schools are having to reverse themselves on vocational training. Schooling for skills is experiencing a renaissance.

United States public-school authorities have gone under the false assumption that every student capable of doing college-level work should go to college, and that other normally intelligent youngsters should have a strictly academic high-school program.

This has meant that training for blue-collar jobs has too often been given only to the academically weak, emotionally immature, and socially inferior. National statistics emphasize this imbalance. Of the children born in 1944, 19 percent left school before the 11th grade; 30 percent didn't finish high school. Thirty-five percent entered college, but only 20 percent was graduated with a bachelor's degree.

This means that 8 of every 10 boys and girls were available to fill jobs which did not need a college degree. Only one out of the eight received any occupational training in the public schools.

VOCATIONAL SKILL IN DEMAND

To put it another way, 70 percent of today's 23-year-olds had no job training in school and have not completed a college education. Yet nearly 80 percent of all the jobs available in the United States require some vocational or technical skill.

Only now are public schools acknowledging that they were wrong to overemphasize academics at the expense of vocational education. To make up for past neglect, schools across the United States are today putting in equipment, upgrading vocational faculty, giving more vocational guidance to good students, and beginning to work closely with advisory teams from labor, business, and industry.

Two schools, one which specializes in vocational education and the other which is a comprehensive high school, have been in the business of schooling for skills for many years. They point the way for other school districts.

The Allentown high schools have been offering vocational education alongside academic education to young Pennsylvanians since 1916. George W. Ellison, the present director of vocational education in Allentown, feels very strongly about the need to keep schooling for skills as well as college in one comprehensive high school. The vocational students spend half their time in the shops, and the other half in academic courses mixed into classes with the nonvocational students.

The choice of courses taught in Allentown reflects the job needs of the community. In 1966-67 Allentown's two high schools offered: auto-body repair, auto-mechanics, brick masonry, cabinetmaking, carpentry, chemical technology, architectural drafting, mechanical drafting, general electricity, electronics technology, radio and TV servicing, machine-shop practice, plumbing-heating-cooling, printing, welding and fabrication, distributive education (salesmanship).

The Allentown school district also operates an adult vocational-education program. Formal courses are available there in chemical technology, data processing, computer programing, doctor's assistant, practical nursing, and a very special six-week course in tractor-trailer driving.

The day I visited the truck-driving course, student drivers were out on the range going through prescribed maneuvers. Mornings are spent in the classroom going over driving techniques, simple truck repair, and rules of the road. So thorough is the program that drivers who successfully pass the course get credit for two years of driving experience.

The truck-driving course, like the doctor's assistant program, was set up to meet an immediate employment need in the area.

The chemistry laboratory is used both for students taking advanced-placement chemistry and those in chemical technology. The chemistry students are preparing to enter four-year colleges with advanced standing in chemistry. The chemical-technology students are preparing either for technical college or immediate employment as laboratory technicians. Whichever the goal, the facilities far exceed what would be available in a strictly academic high-school chemistry lab.

Nearly 200 business and labor leaders in Allentown make up the advisory staff for the vocational and technical courses. These community leaders help to keep the programs updated, replace equipment, train the shop teachers, and help in the placement of the graduates. Just as Allentown's academic program reflects the thinking of college professors, so the vocational program is influenced by labor and business leaders.

SOUND PREPARATION ACCENTED

And there is no excuse in Allentown for any student to graduate without sound preparation either for college or for a job which will use the skills he has learned.

The comprehensive high school provides communities across the United States with a way to rise to challenge of giving a relevant education to the neglected 7 out of every 10 students.

The area vocational school is another workable scheme. The J. M. Wright Technical School, set in a public park in Stamford, Conn., also has a long history of successful vocational and technical education.

Wright Tech (as it is called by the students) started out in 1921 as a vocational school without high-school, diploma-granting status. Since 1945, it has been graduating skilled workers as well as some college bound. Wright Tech is one of 14 area vocational-technical schools in Connecticut. Vocational educators acknowledge that this Southern New England state is doing one of the best jobs in the nation offering schooling for skills to a significant number of its school children.

Wright Tech takes boys and girls in the 10th grade on recommendation of their previous school and the results of aptitude tests. John Kerpchar, Wright director, says that the school will not take just any boy or girl. Instead, he maintains, he wants only those with the aptitude, interest, stamina, patience, and self-discipline to handle both a high-school academic program and a full shop program.

YEARBOOK WINS AND WINS

Mr. Kerpchar runs a highly disciplined school. Dress and grooming codes are strictly maintained. The building is spotless, the pupils polite, and the student body displays considerable sense of pride. This one vocational-technical school offers a full program of physical education with varsity sports teams, gives dances, schedules a colorful graduation ceremony each June, sponsors a yearly trip to Washington for the seniors, and manages to squeeze in a very active club program.

The Wright yearbook repeatedly wins awards for both style and content.

As in many of the better technical schools in the United States, the curriculum is written to order by the faculty.

All the shops do production work. Students spend one full week in a shop and one full week in related classroom instruction. A few girls are studying to be nursery-school attendants. They not only work at nearby nursery schools but take care of the small children brought by mothers who come to the school beauty shop as customers.

Girls studying practical nursing spend eight months in a hospital learning on the job. Girls in the beauty-culture program must put in 2,000 hours working on "live" customers. The dental assistants work closely with area dentists not only at the school but in on-the-job training in their offices. Boys and girls in the food-preparation class not only serve lunch each day to a portion of the faculty and staff but do some catering for call-in customers.

The tool-and-die students in the machine shop made an instrument for the Stamford Museum telescope and were, the day I visited, forming rods to be used in the reconstruction of an old mill.

A former student in electronics did a senior project which hooked the school's clock system into the Bureau of Standards in Washington. Another boy worked out a complete weather-prediction system in one electronic unit.

The magazine rack in the library gives a clear profile of Wright Tech and how it is meeting the needs of the students. A few of the titles are Popular Science, Motor, Scientific American, Time, Life, Sports Illustrated, Better Homes, House and Garden, Harper's, Atlas, Popular Electronics, United States News and World Report, National Geographic, Saturday Review, Parents, McCalls, and Vogue.

Miss PARSONS. Two years ago I traveled around for a series of articles for the Monitor entitled, "What's Right in American Schools," looking for the strengths.

I asked the educators what they thought their soft spots were, and in city after city it was vocational education. So I made a little mental

note, that I would come back to this area when I had a chance—and in the meantime Federal legislation in 1963 began to be funded in 1965, and at this point there is considerable stirring in vocational education.

There are facilities up—just in—but there is a tremendous kind of spirit in the area that hasn't been there before. In my office, I get mail from all over the world and from all sorts of educational things, and it began to get heavier and heavier and heavier on skills and jobs, and I began to get a feeling of some controversy, which is always good.

And so in the winter I wrote to the directors of vocational education in the 50 States and asked them for help in determining where some vocational schools were, and I was directed in Kentucky to Somerset, Ky., and I visited the vocational school there.

Chairman PERKINS. You mean there was one already there, Miss Parsons?

Miss PARSONS. Yes.

Chairman PERKINS. Go ahead.

Miss PARSONS. I spent a day visiting the school and talking. I was on the phone with them just the other day. They have been able to get a much larger facility and are very delighted about it and so on.

Anyway, I then traveled in the last 3 months all over the United States visiting various kinds of vocational schools, and I would like to describe at this point what is existing in vocational schools.

There is the comprehensive high school with a vocational arm personified, perhaps, by the Allentown, Pa., school I visited.

Allentown High is about 100 years old. It has had vocational education in it for about a hundred years. The program is a good, strong program in vocational education. About 30 percent of the students are in vocational education, 30 to 40, which is considerably more than the national average, which is something under 5 percent.

The comprehensive high school that has a vocational program has traditionally, over the last, oh, 40 years, begun to phase it out, and it wasn't until the Federal funding in 1963, which didn't start to get started really until about 1965, that there was a new impetus.

What had happened was that the traditional skill training became sort of calcified, over the last, oh, 40 years, begun to phase it out, and it retool equipment, and teachers and programs, and so fewer and fewer students wanted to go into a program that didn't look like it was going to end them up in a good job, and fewer and fewer even entered it.

Even the most popular at all across the country, neglecting agricultural education, was auto mechanics, and even auto mechanics fell off as students were made to do assignments on what they called "dead engines." The equipment wasn't able to keep up.

Those schools are now beginning to retool, beginning to act as though the vocational educator is as fine a man as the academic administrator, and they are beginning once again to work hand-in-hand.

The other kind of vocational training possible is the city which has separate schools. One is a purely academic school, it might have some secretarial training in it, and the separate school is then strictly a vocational school. It has its own band, its own graduation ceremonies, and so on, and these two were mostly in cities, the large cities were the only sort of areas that could afford to have two really distinct schools, and so they often had several of them, and these, too, began to get, over

the last, traditionally 30 years, fewer and fewer students of the right kind, and bit by bit they became a dumping ground.

These are not being retooled as are the vocational programs in the comprehensive schools to any of the great degree that other programs are, and part of the reason is a strong argument on the part of educators as to whether or not there should be separate facilities. The claim is that they are separate but not equal. Many of the spokesmen for Negro groups say they are dumping grounds for the Negroes, and say they are deliberately maintained for this purpose. This is an argument of the NAACP in wanting to close New York City's separate school facilities, separate—strictly vocational.

Another argument is that a school must have a strong academic program to have a good school, and by that time you have gone back to making it a comprehensive school.

There is the old blue collar-white collar argument that holds up the funding of these facilities within the confines of the city.

But there is a great interest in an entirely new type of facility, and that is called the Area Vocational School, and Somerset, Ky., is an area vocational school.

It serves counties—I think it is three—and sometimes like 11 school districts. The longest distance any student comes is something like 60 miles, and the director of the school has found approved lodging in town so in a sense it is almost residential for some of the students who come a long distance.

Pinta County, Ohio, has gone into vocational education—Pinta County High School; there is no county named Pinta—Pinta means 5—it serves five counties south of Toledo. It serves many high schools. The students in those high schools continue to have their identity in that school. There is a Fulton County High School student who rides the bus every day over to the Pinta County Vocational School, and returns in the afternoon to Fulton County High School where he joins in the athletic program, extra curricular, or whatever, and when he gets his high school degree, he gets it from his own school, not from the area vocational school.

The Somerset area vocational school is one of a different variety, slightly different in that it does grant a degree. It is a high school; it has a high school program of its own.

Both kinds of these vocational schools operate on a 6 or 7 days a week, 17 to 21 hours a day basis every day out of the year.

The Pinta County School and the Somerset School have closed school for high school at about 3:30, and sometimes the technical college is maybe 3:30 to maybe 8:00 in the evening, and leads to a 2-year associate technical degree, and then at 7:30 or 8:30 in the evening it turns into an adult school for dropout returns, further specialized skill training, basic education and veterans and so on.

Another variety of this kind of area vocational school is the one in Las Vegas, Nev.

I hardly believed that Las Vegas, Nev., could provide a good vocational high school, and the young man who fixes my automobile at the Sunoco station where I live asked me where I had been a short time ago. And I said I had been in Las Vegas looking at the vocational school.

And he said, "Yes?" And I brought him back the article I wrote on the Las Vegas vocational school.

It is the most beautiful vocational school in the country. It has wall-to-wall carpeting. I was treated to frogs legs provençal, and asked where the school got the funds, and was told the school had gotten a grant to get rare fish delicacies in order to teach the foods they would be cooking if they got jobs at the fine casinos and hotels in Las Vegas.

The school has unbelievable equipment, and for 2 years in the planning stage, it is a completely comprehensive school.

It has closed circuit television, it is in the wall no less—it is a magnificent place, really.

Its programs are very exciting. One very kind of interesting thing in its secretarial training is that girls generally—boys are supposed to have the aptitude for auto mechanics, do live production work to make the work interesting and to make it realistic, instead of working on mounted engines.

Girls have had traditionally dead work to do. They copied letters that weren't going anywhere, and wrote finger exercises on the typewriter that also weren't going anywhere.

Each girl in this school sits at a station and there is a switchboard, and someone in town who may want a letter, a lawyer or doctor or businessman, can call and ask to dictate a letter, the phone hookup goes to one of the instructors and the students. She then writes the letter, it is corrected by the supervisor and is then sent downtown to the doctor, lawyer, or whoever, for his signature, et cetera.

I went deliberately to schools that were doing what they felt was a very good job, and at all of them that offered this provision, they were all very, very complimentary about it, and that was to allow into the classes with high school students, older students, who had dropped out of school. They all were very complimentary about the effect this had if they could control the numbers, if they had six or eight young adults who were particularly interested in getting a certain training, and they put them in the classes with the high school students, that this worked out very well.

I don't want to give a rosy picture of the vocational education picture, because it really is very, very poor. The statistics are all pretty frightening about all of what is going on in occupational education, and I just wanted to give a couple.

I am not going to give all the sources and all the background, but I am going to explain that every 10 children who come out of school, there are three of them who have honestly had college preparatory training. Two of them have had job training, and five of them are neither prepared to go to college nor take a job.

These five are heavily weighted in the male or boy, because more of the girls are the 2 percent ready for a job because of the very strong business and secretarial offerings throughout the country.

The State of Wyoming, for instance, just to pick on it for a moment, and I haven't heard anybody say he was from there, has 27 percent of its offerings in office education, and about 10 percent in college education, and no percent in any of the traditional vocational programs, especially for girls.

There is no technical training; there is no printing; no beautification courses; no industrial chemistry; no industrial physics. I don't believe there is a welding course or airplane mechanics course.

There is auto mechanics, there is auto body work, but really very slim pickings.

This five out of every 10 students, then, in the United States, are the ones you are concerned with, in some ways, if he finishes school, because he turns out to be poor very quickly, because he can't go to college and he doesn't have any job training, and the unskilled jobs have been taken by those who dropped off before he did.

The dropout drops into a job, an unskilled job, but what he has decided is that money is more important to him than continuing the mile race at school, discounting all the other problems that makes him drop out.

So, often, the unskilled jobs are taken by the dropouts, and as I say, 50 percent of the youngsters who graduate from school run into immediate difficulties.

The area that probably needs the greatest attention, and which in my quick perusal of the bill before you for conversation there isn't much being done about, is the colleges and universities. Except for agriculture, there aren't programs in the colleges and universities which will turn out a vocationally trained vocational teacher, and as far as the statistics that I have been able to get in this 50-State study, is that almost three-fourths to 90 percent of all vocational teachers or noncollege graduates, and that almost none of the State colleges and very few of the universities offer such a program.

It isn't possible to get out of a college or a university with a degree with any expertise in plumbing, whereas it is possible, if a high school wants to offer animal husbandry, it can find a young man who has had on-the-job training, work, he has done summer work on farms, he has worked in laboratories in the college or university, and has a college degree, has had to take a relatively broad, although Ag students, of which my own brother is one, seem pretty close to the earth when they get through.

But there is some broadness. There is a tremendous need, and until there are college-educated plumbers and college-educated electricians and college-educated welders and draftsmen and beauticians and technicians, I think that the vocational educational educators will continue to have to struggle for a place in the sun alongside the academic people who put so much weight behind the degree.

Vocational educators are as guilty of doing that as the others are. It would distress me at many of the vocational schools, in asking them about the success of the school, one of the things they do is tell me about some rather rare case that went on and got a Ph. D. from MIT, instead of the local brick mason who has done such a beautiful job of building 30 houses on East North Street, or something.

It wasn't until I expressed my interest in the boys who took masonry that I could convey to the vocational educator that I was interested in the pride he showed in the boy who went on to be a mason and a strong member of the community.

But the early press was for this rare individual who finished school, vocational school, and then got a college degree.

In the best vocational schools I saw, with the exception of the Polytechnic School in Portland, Oreg., and the J. M. Wright in Stamford, Conn., and the other 11 that I know about, the great lack in them all is a strong program in the cultural arts, music, drama, dance, and physical education.

In the magnificent Las Vegas facilities, sort of a hundred miles of desert on all four sides, there is one, no, two, basketball standards outside, which offer physical education facilities for such a school.

There are no teams, no tennis courts, no swimming pool, no volley ball courts, no provision for these young people, and no music, no orchestra rooms, no theatre, no drama production areas, no drama teachers, no provision for any of this kind of thing, and while I understand that many people, and hearing it from the vocational educational teachers, that first they become a plumber and then they learn to sing and dance and enjoy music, I pointed out that oftentimes it doesn't come unless you get started early.

I guess the only other thing that I would sort of like to point out is that the school boards across the United States were recently polled and gave as the area they felt was of the greatest concern to them as vocational education, but I do feel that schoolboards have been very lax not to press stronger for the school systems to do a better job on it.

One of the important needs that these schoolboards and committees need to do is to build up these advisory teams.

It is absolutely no good having a vocational program if there is no liaison between the vocational school and the employment opportunities in the community, so if you have a printing department such as the Milwaukee vocational does, and you have an area like Milwaukee with so many printing plants and printing needs, that unless the Milwaukee vocational technical school is using the equipment and procedures that they would be using in industry, they can't get jobs, and that school does have advisory committees for all of its area and work very closely with the labor unions, with the people in industry, and so on.

I guess that concludes my formal remarks. If there are any questions, I will be glad to entertain them.

Chairman PERKINS. Mr. Hawkins?

Mr. HAWKINS. I have no questions.

Chairman PERKINS. Thank you for your statement. I will have some questions a little later.

Mr. Quie?

Mr. QUIE. Thank you, Mr. Chairman.

I appreciate your statement, Miss Parsons, and I would like to ask you a few questions, if I may.

I gathered from what you said that there are two programs that are effective, namely the comprehensive high school and the area vocational school, and not a high school that is limited to some subjects on vocational education, since that is not too effective for the young people.

Is that correct?

Miss PARSONS. The ones in existence now are not being terribly effective, and the interest by the Federal Government is not in them, so the money is not going there, and the local communities don't seem to be doing much about them.

For the most part, they are not really sure, because for so long they were used as dumping ground for poor students, and it was not really possible to make good electricians out of poor students, or good electronics workers and so on, and so they were not turning out good products.

It is, of course, perfectly possible—New York City has some specialty schools which only teach a specific trade, for instance, the School of Printing—but it is rather like an academic school, academic high school. It pitches everything toward an elite few, and so there are upward of 60 percent students spending 4 years at this School of Printing in New York, and then getting machine-cut paper, sweeping a floor in a print shop or something.

Mr. QUIE. We were concerned mainly with dropouts and this subject now, the poverty area.

Do you think that better job training then, would enable us to hold the students in the high schools better?

Miss PARSONS. Yes, there seems to be very clear evidence that the stronger the vocational offering and the wider the vocational offering, the more students will stay in school. The Pennsylvania State study showed that quite clearly, and I didn't talk to anyone who didn't believe it, who did not say if they had a good, strong program—the Las Vegas school, which has only been operating a year now, the area vocational school already has earmarked over 150 students who were classified ready to be dropouts who said in order to go to the area vocational school, and, interestingly enough, they must get themselves there, and it is up on a mesa.

Mr. QUIE. In other words, the job training has to be meaningful, and that actually motivates them. Would it actually draw out their interests in basic education as well, Miss Parsons?

Miss PARSONS. Yes, of course it would. There needs to be a little more creative way that the vocational is merged with the academic. It is coming a little bit. There are some people working on it. There are pie-in-the-sky people talking about the organic curriculum.

When they read this, I am going to be shocked, but there are really only two or three who could possibly do the kind of thing they are talking about, and each of us thinks we are one of them, but we are not teaching, and it is to take what we have in art, literature, social science, and plumbing by studying the waterworks of early Rome or something. [Laughter.]

Mr. QUIE. That sounds like quite a course.

Miss PARSONS. I would hate to tell you who is funding them. It is a little OEO grant there. [Laughter.]

Miss PARSONS. I'm sorry I walked into that.

Mr. QUIE. There is also a group besides the dropouts, those who finish high school but don't have any intention of going on to college. They don't have any job skills and they find themselves out in the cold as much as a dropout does.

Have you looked into what type of training can be provided for these groups?

Miss PARSONS. Half of the students in the country—at this point it is half of them in the country—the statistics for all of use are of 74 mill-working Americans, and less than one-fourth have had any job training.

At this point, only 10 percent of all the students graduating from high school have had specific job training, and as I said, 30 percent go to college. So it makes fifty percent who really don't.

There are some provisions for these people, but not a great many, and industry, of course, has been shirking its duty in this way by not really running its own good training programs.

Mr. QUITE. In your visits to the vocational education programs in the country, did you visit both day schools and residential schools?

Miss PARSONS. Yes.

Mr. QUITE. What are some of the residential schools you visited?

Miss PARSONS. Los Vegas, that is residential; Boulder, Colo. has a residential facility; the one in Somerset, Ky., has a sort of housing means to do things with the student.

Pinta County, in Toledo, Ohio, has probably the biggest residential group. They are not high-school age, they are possible-high-school age. There are some problems that they are all having with making a residential facility for young people under the age of 18, or under age 21, depending on the State, and the demands this places on the school and on the facilities and on the arrangement for supervision, et cetera.

Mr. QUITE. Did you visit Mahoning Valley in Ohio?

Miss PARSONS. No.

Mr. QUITE. There are a couple of other day schools that seem to have great potential. One of them I talked of at length is the one in Milwaukee.

Miss PARSONS. Yes.

Mr. QUITE. And the other is Vincent de Paul School in Portland.

Miss PARSONS. I visited both of those. The Portland school is special in that it combines in one facility some of the most outstanding students in the city determined by their intelligence quotient as well as their achievement level in math and science.

They are not allowed to go to visit Polytech in the eighth grade unless they are 2 or 3 years ahead and—on standard achievement scores.

They have technical programs that have sent them on to be, presumably, engineers, and go to Cal Tech and MIT and Purdue and the other fine technical institutions.

The other half of the student body at Vincent Polytechnic are those below the average in achievement.

When they finish the eighth grade, and who are thought could benefit from a technical vocational program. These boys are sent to Vincent Polytechnic. The onus of being a dumping ground is thus avoided.

The school has an extremely fine training program, and I was especially impressed with the fact the geometry, for instance, which is taught, the finest and the newest geometry and the best new math geometry is taught to the summer students, but at the same time the students who are going to be the tool and die makers, are taught a special geometry whereby they have to solve geometric problems on their lathes and in their patternmaking, and the school designed this course themselves.

Mr. QUITE. I would like to have her finish with Milwaukee, and then I will be glad to yield.

Miss PARSONS. In the Milwaukee facility is probably the finest vocational technical school in the world. It has 1,800 courses, and that wouldn't be good unless the courses were good, and they have—they are pretty good.

I spent, oh, most of my time, in the printing department, not feeling that I knew more about printing than anything else, but they have decided to combine—they no longer can teach a boy or girl to run a Linotype, or if he chooses just to be in graphic arts, or if he chooses

to be in photography—they have hooked up a Linotype to a computer, and have insisted that the boys learn that.

They are taught in the printshops by their own people.

They learn to run offset presses as well as hot type. They learn to work, not only with old photoengraving equipment, but with the newest, which does almost all the work for you, where you have to be more skilled in the design of what you put on the plate, and the acid man dipping the plate.

I won't go into the process, but photoengraving has moved from the 18th century to the 21st century with no spaces in between, and most schools haven't gotten to the 21st.

The presses, there are new presses that run off a computer-run Linotype. That is, you can even go one step further. If my newspaper were that modern, and it is not, I could call on the telephone a story. The telephone would translate it into a magnetic tape, which would be fed into the Linotype, which would set the type, it would be corrected by a computer and go directly into a special press and come out in the paper without having had to be handled at any of those points in between, and suddenly the printer no longer has to be able to work a Linotype, but he has to be able to keep the tape running through the machine and understands whether it is working properly.

He becomes a mechanic.

Mr. STEIGER. I want to say how proud I am to have you here and have you make those statements on behalf of the Milwaukee Technical Institute, and we are particularly pleased when we have a woman in your position sharing the view that so many of us in Wisconsin have.

Miss PARSONS. Now can I be nasty to Wisconsin?

I then went back after I was snowed by the Milwaukee director of the vocational school, who, by the way, is a very, very fine man and a very good agent for his own work. I just loved him.

There are few—by the way, I was the first person—no newspaper had interviewed any of these vocational people before.

Mr. QUITE. You mean any of these schools?

Miss PARSONS. That is right.

Mr. STEIGER. You mean nobody had interviewed any of these people?

Miss PARSONS. No. That means you have to see the entire school. I know the powerplant of every vocational school I visited.

I talked with the Superintendent of Schools in Milwaukee, and I said, "Is your nose not out of joint?"

He said, "It is not only our nose but our pocketbook," and told me about the rest of the vocational training in Wisconsin, which does need a shot in the arm, and especially in the Milwaukee public schools.

While the vocational technical has this tremendous program, much of Milwaukee is still back on the old bookends for boys and aprons for girls vocational program, which it is tooling up too slowly.

They really have to jump from one to the other.

Mr. QUITE. Tooling up from bookends?

Miss PARSONS. They are going from bookends to larger bookends.

Mr. STEIGER. May I say, if my colleague will yield further, the point you make is a valid one. I think that Wisconsin recognizes its weakness, and what we did in 1965, in the area technical school legislation and some of the other steps we have taken I hope will work to speed up the tooling and retooling operation that is so necessary.

Mr. QUIE. Let me ask you then, Miss Parsons: I know Milwaukee is contemplating, or requesting residential facilities as well. Are there other day programs that you have visited which have indicated that they want to utilize residential training as well?

What do you think of such a proposal connecting with the area school. This is in line with the Opportunity Crusade, in which we recommend the concept of residence in vocational schools.

Miss PARSON. Almost all the area vocational people are interested in this, and especially those who are willing to take out on the dropout, the young man or woman who dropped out of school.

Personally, I am strongly in favor of the residential facility, especially for the ghetto, even the city child. I can't think of anything better for a child from the Roxbury area of Boston to be able to put into a dormitory situation with some sort of counselor-type arrangement in connection with the strong vocational and academic program.

I didn't talk with a vocational educator who wasn't interested in doing this, who wasn't running a vocational school. The man in Boulder, Colo., is especially keen to do so, and he sees this as solving a distance problem, and Dr. Stirmer of Las Vegas is the same way. What they really want is to be able to—well, I have to use the educator's terminology and make it "environmental control," but what they are talking about, if you are really going to retool someone who has dropped out, he has dropped out of a lot of things. He hasn't just dropped out of the welding, or auto mechanics, or beauty school, he has dropped out of a belief in adults and out of a belief in the strength in the American way and so forth.

So if you create for him a place where there is human dignity as well as in which hand skills can be developed, then you have a really strong authority.

Mr. QUIE. You don't think a person from Boston flown to a residential school in another part of the country is—

Miss PARSONS. Not if we are talking about the limited student whom you are trying to fit into a job. Not that I would want to ship a Bostonian to Portland but Portland has its own problems and Boston has its own.

While I certainly think there would be an opportunity for a student to ask to go to another State, it would seem for them to make peace where they are. Especially if we are talking about the student who is limited in every possible way. If he is limited by his home environment, limited by his income, limited by his friends, limited by his school experience, in one sense it might be good to plunk him way out of that and have him trained in Milwaukee. But then what next?

Mr. QUIE. Mr. Chairman, I have taken quite a bit of time. I will ask some more questions later. I yield to my colleagues.

Chairman PERKINS. Why don't you finish now since you have taken your 30 minutes.

Mrs. Green.

Mrs. GREEN. Thank you, Mr. Chairman. I am glad we are operating on the half-hour schedule.

First of all, may I say it is good to see you again. There is one person who I would just as soon volunteer to be sent from Boston to Portland. I was glad I was here to hear your testimony.

MISS PARSONS. What I said is in the record. The statement, because I had to wait all day, was pared down. In deference to the committee, if they had to listen to everything I had written out it would be too bad.

Mrs. GREEN. Could you make available the unpared down version?

MISS PARSONS. I will be glad to.

Mrs. GREEN. At one point when you were discussing the Milwaukee school you said their pocketbook was out of joint. What is the cost per pupil in running the Milwaukee Technical School?

MISS PARSONS. May I guess? I don't know exactly. He told me and it is something between \$50 and \$100 per pupil more. Most of that is not in salary but in equipment.

Mrs. GREEN. Per pupil per year?

MISS PARSONS. Yes.

Mrs. GREEN. I was thinking that the average cost for a good vocational school with the equipment was about \$2,000 compared to about \$500 for academic.

MISS PARSONS. Yes. Of course, you see, there is the cumulative effect of the thing like Milwaukee. The per year is based each year per year. So it becomes safe. They don't usually keep statistics well enough to interpolate over the number of years. I believe this is what he said. I may be wrong. It may have been 75 to a hundred. When you go into the cost of equipment, of course, the cost soars.

Mrs. GREEN. You may have given the answer to some of these questions when I was out of the room so I apologize. What percent of the high schools in the country have vocational education? You said 10 percent of the high school graduates have—what percent of high schools throughout the country have technical vocational schools? Did you write a series of articles?

MISS PARSONS. Yes. I don't know for the whole country because no one knows. Baltimore County, Md., the statistic is 3 percent. I think Chicago, which is one of the highest, claims something like 25 percent. Then you go in between. My estimate for the country is between 5 and 10 percent are offering. My statistic is two out of every 10 students in the school are getting some job training. If you say how many are getting excellent, up-to-date, really strong programs, it really gets to be very small.

Mrs. GREEN. In comparison with the study of a few years ago that 9 percent of the high schools across the country were offering any real vocational training.

MISS PARSONS. For instance, in Ohio only 3.7 percent in the whole State of Ohio were getting any vocational training and 3.4 percent of that—I mean 95 percent of that was in agriculture, which is no longer needed. They have more farmers than they need in agriculture.

Mrs. GREEN. Agricultural and home economics in the home, but not for remunerative employment.

MISS PARSONS. And of farm occupations, which they need more than they do farmers.

Mrs. GREEN. What would you say would be the average amount that was spent—Let me ask you first, why do you think that this is true that this very, very small percentage of the high schools offer technical or vocational training?

MISS PARSONS. I am glad you asked that question. I blame it on the school superintendents or school administrators across the country. I

am very hard on them. In the New York State study that Commissioner Allen had conducted on his chief school officers, which is a name for superintendent, it showed that more than 80 percent of their fathers had never completed high school. So that these were all first-generation college students.

It also disclosed that more than 85 percent of them had excelled in some sport in school. It also disclosed that zero persons read the Christian Science Monitor, a crime for which I will never forgive them. That a very small percent read any what might be known as literary magazines or better magazines. And that zero percent had any vocational training.

It has been, in many ways, a misguided feeling by these people that the best thing they can do for a child in the 20th century was to give him a college preparatory education or a general education. It must only come from their personal rejection of the blue collar life and I do think the newspapers have been a little bit at fault. The front page of newspaper after newspaper says you have to have a college education to get a job and the last 10 pages of the newspaper lists help wanted, and I recently was trying to find a job for a beatnik who still doesn't have one and still shouldn't be hired and there were over 500 opportunities for man to be a keypunch operator. The need for just a slight amount of skill on the part of these people is tremendously great.

Mrs. GREEN. You give two definitions, and I think both are accurate; one, that society places such a high premium on a college degree and, two, administrators who have no appreciation of the importance of vocational training. But isn't it true that society has been unwilling to finance vocational education because it is more expensive?

Miss PARSONS. Yes, in the last 25 years we got going on spending more and more money for education. What happened was that we had to start paying teachers more and so programs went down. Part of that problem is the same teacher is now asking for two to three times as much as she got before and society does not think she is two or three times better.

Mrs. GREEN. In studying of these vocational schools, did you make any detailed studies of the kinds of classes and numbers of classes that students were attending?

Miss PARSONS. Yes, somewhat.

Mrs. GREEN. Could you tell me how many hours a week the youngsters were in classes? Do you have any idea?

Miss PARSONS. Well, the kids worked out different arrangements and there are different requirements. For the most part they are in class 2 to 3 hours longer than their academic counterparts.

Mrs. GREEN. That would be how many hours a day?

Miss PARSONS. About 8. Five is about—if we talk about classes being academic classes—there are about 8.

Mrs. GREEN. That would be 5 days a week.

Miss PARSONS. Yes. Some of the programs require a number of hours.

Mrs. GREEN. As somebody who has been studying the educational scene and who has a tremendous background and competence in this area would you make a value judgment on what the Government is getting for its money when we have Job Corps centers which are designed for what the bill says intensive education training and the students are in classes and in labs combined 6 hours or 8 hours or 12

hours—I have never seen one yet that is there 25 hours a week. The ones I have studied, spend 6, 8, 12 hours a week for their total academic basic education and vocational training. And the report now is that we are spending \$6,900 a year and it has been up to \$1,500 per pupil per year.

Compare the value of the two with a vocational school run by a public school system that will, as you suggest, have 40 hours of training a week and maybe a \$2,000 cost. That is a loaded question.

MISS PARSONS. Part of the problem in my answering it is that I have not studied any Job Corps programs as a reporter. So I have not gone in and made any significant studies. I didn't know they were spending so few hours in training. Now I know why New Bedford had all the trouble.

MRS. GREEN. Let me make available to you 200 or 300 schedules that I have where we have 6 hours of classes and 8 hours a week in driver education for a \$10,000 cost.

MR. QUIE. Will you yield?

MRS. GREEN. Yes.

MR. QUIE. The 25 hours a week in the Job Corps centers was before the absenteeism was figured in, too. They figured 20-percent absenteeism from what I saw.

MISS PARSONS. Most vocational schools do a quite nice thing. A student who is absent very much is dropped, but he can come back any time he is ready to be a real student, which is much more flexible than the academic programs are.

I would react, of course, just as you do to that small amount of training. The only point of the Job Corps program would be to do, in a vocational way, what our very best private schools do in a college preparatory way. I have always wondered why it was that the no-good private school educator did not throw up his Exeter or Andover hands and take over the Job Corps. They could do a marvelous job with a staff committed to vocational training as they do to college prep work. And they do it on a 24-hour basis, which is the only way it can happen.

MRS. GREEN. Have you made a study of the dropout rate in vocational schools?

MISS PARSONS. I only believe what I am told. I am told that the dropout rate in the area vocational schools is extremely heavy, as much as 50 percent in some of them—not because they say of the program but because of the poor counseling on the part of people who are sending them over, that they are not sending to the area vocational schools the motivated capable student. They are trying to send troublemakers and so. The area vocational schools are being tough about not keeping them. So the dropout rate is very heavy. Once the student is in a program they claim that the dropout rate is very small, something under 5 percent.

MRS. GREEN. Is 50 percent the national average?

MISS PARSONS. I am not suggesting that; but I am suggesting that it certainly is more than 25 percent, but they drop back into their academic high school. They just don't drop out of school altogether. So it becomes a vocation school dropout. He goes back into academic.

MRS. GREEN. If you had "your druthers" when would you start vocational training, at what level?

MISS PARSONS. Kindergarten. It is done pretty well. In Kindergarten we do have vocational training. We do get the children to develop hand skills. We drop that from grade 1 to grade 9 and pick them up to grade 10 when most people have gotten pretty awkward. The only place I have seen it done very well is at the Nova Elementary School at Fort Lauderdale, Fla., where there is a thing called the practical arts room in the primary school. It is maintained by a vocational teacher and the room is filled with awfully good equipment, child size, and the children actually do go and learn to do. When they go on up into the high school no student leaves Nova High School who hasn't done some drafting and some key punch operating. Every student, boy or girl, learns to type. I really would have, I would also begin to insist on the development of some mechanical achievement tests and have lots of those and have them spotted along the way and be as interested in the mechanical level and circuitry level and hand skill level, and kind of technical relevance level as I am in the reading and spelling level of the same child.

MRS. GREEN. In vocational education and technical training the youngsters when they are 12, 13, 14, if they are not physically dropped out of school, they are at least mentally and emotionally dropouts and the instructions in technical training ought to begin at a junior high level.

MISS PARSONS. Don't you agree with me that the cutoff point is between third and fourth grade?

MRS. GREEN. On dropouts?

MISS PARSONS. On a child who has made up his mind whether he likes this thing or not. I am an ex-elementary school teacher. The chips begin to fall between third and fourth grade. All over the country the statistics are pretty strong on children from low income deprived situation homes who are allowed to be in mixed classes or they separate them in ability, they start sort of third and fourth grade, if the home is not supporting this child he begins to drop back a little bit. It is when homework requires a bigger vocabulary, a growing vocabulary that you run into difficulty. You are quite right, unless the opportunity for a student to begin to relate what he is learning in the academic side to a specific skill opportunity it doesn't come in junior high then it comes too late.

Chairman PERKINS. Mr. Dellenback.

MR. DELLENBACK. Thank you, Mr. Chairman.

I won't even take the full 20 minutes. I wish there were time to ask more, of course. Let me ask at least a few questions.

Have you had a chance to look at H.R. 10682 at all?

MISS PARSONS. Just briefly today.

MR. DELLENBACK. You are familiar with some of its proposal for an Industry Youth Corps in the Opportunity Crusade?

MISS PARSONS. Yes.

MR. DELLENBACK. Can you tell us what you think of that proposal?

MISS PARSONS. I think it is an excellent proposal.

MR. DELLENBACK. You think this idea of doing some of the training in this close coordination with industry would be a good idea?

MISS PARSONS. Yes, I don't think it should be industry dominated or industry initiated. There is some danger in having industry decide what it wants and then the public schools ignore the "whole child"

and tooling up somebody to fit industry's needs. At the moment Navy has reactivated a shipyard in Quincy, Mass. The word is out for 500 machinists. I feel very badly if all the schools were to tool out and determined that x number of its students would suddenly become machinists just because the Quincy Boat Yards need 500 machinists. At the same time, I would want every boy who would want to be a machinist to be working very closely with the Quincy operation that need the machinists.

Mr. DELLENBACK. Recognizing how difficult it is to follow any one single road and achieve the result, including this 20 percent you talk about, of people really trained for jobs, do you feel it is desirable that some of the training which isn't done in schools should be done on the job with education tied in closely to industry?

Miss PARSONS. Yes; it is absolutely necessary at this point. Industry has to have it at this point. There is no reason, really, for it not to happen.

Mr. DELLENBACK. On this concept that you have touched on, of vocational education dealing with potential dropouts, I believe you cited a statistic in connection with the Las Vegas school where they included some 50 potential dropouts who were staying. Do you find that, by and large, across the country in addition to this Las Vegas operation there is much tendency in good vocational schools to hold dropouts in school or potential dropouts?

Miss PARSONS. Yes. But vocational schools are getting tougher so their reputation is changing. They used not to fire anyone from the school. They used to just sort of muddle around with them. When they graduated they really would not recommend them for a job. Now they are being much more realistic about it and are really recommending students back to an academic program because they say they are not going to make it in a vocational program. So, the dropout rate is going up at the time that the training is better for the dropout. You see what I mean?

Mr. DELLENBACK. What does this say to us? If the academic program is dropping out the youngster who isn't meeting the standards and if the vocational education program is dropping out the youngster who is not meeting the standards and each kind of foists the dropouts from that program off on the other one, what does this say about the future?

Miss PARSONS. It says that we need a great deal of material geared to the average student. We need to learn how to teach them. We need to want to teach them as badly as we want to teach those either highly motivated in the skill or the highly academic. There are a few school systems which are really beginning to care about it and doing something about it, but only a few.

Mrs. GREEN. Will you yield?

Mr. DELLENBACK. Yes, I will yield, Mrs. Green.

Mrs. GREEN. Isn't it true if you made a curve in terms of native ability and various skills that are desired that this curve for dropouts follows the curve of ability, that the dropouts are not necessarily uneducatable at all, they are very brilliant on the average and the very poor follow that?

Miss PARSONS. There is growing evidence that humans, given some physical differences, are really quite the same. When we talk about

native ability, we all have reasonably the same amount of that native ability. There are certain other factors. The student who is hard to teach for a number of reasons is the one who needed the academic schools or the vocational schools and he is the one that we need to worry about, not that he is the dumber one because there are really pretty good programs for the student who is selected out for being limited in ability.

Mrs. GREEN. It seems to me it is more than working on the average student.

Miss PARSONS. Yes, I am sorry. I generalized and I shouldn't have done so.

Mr. DELLENBACK. The committee is wrestling of course, as you realize, Miss Parsons, and some of us are desperately concerned that the youngster who comes from a poverty background or is the dropout is a problem—in one sense I hate the use of that word—but offers a challenge that we must meet because somehow this youngster must be given what he or she needs to put him back in productive society.

I think that through this road of vocational education we have part of the answer. The selection of the schools that you particularly have studied in depth are the atypical, not the typical. Yet it is through the atypical that we sometimes see the gleam of light that leads us to what we must do for the rest of them across the board. I was challenged by that statistic you touched on in Las Vegas, by the number of potential dropouts who caught fire or at least were being held by this potential program. I am wondering, is there any reason why if we increase the quality of vocational education in the average public school we are not going to find that same holding of some of these potential dropouts so in effect we catch them before they become the serious problem and catch them while they are still educatable or redeemable or whatever value words you want to use?

Miss PARSONS. Yes. Let me briefly explain a program that Las Vegas has which is very good. Las Vegas made a study of its community needs. One of the things they turned up was that there were 200 gasoline service stations in the Las Vegas area and the people manning those service stations felt that they have badly needed boys who had some training in salesmanship, in a little bit of auto mechanics, knowing the differences of the compositions of various tires and things. In other words, were trained, not only to be good handlers of the money and that area of the gas station but really when somebody came in and wanted a new tire, to be able to describe to them the differences in the kinds of tires. So they have built a course of study around service station attendants. The students are taught their chemistry, their physics, what they need, their English, bookkeeping, various things, and then do a work study at a service station until they have completed their high school so that they are actually at a service station, they get paid for some of their work, they are at school all day long learning to be a good service station attendant. At the same time the door is not closed for them when they finish to decide (a) that they want to become the owner of a gasoline station, would like to come back to this vocational school and get the kind of business training that you need to run a small business, or if they decide they really would like to specialize in body work, that they may come back to the school and take a course in body work or auto mechanics.

Mr. DELLENBACK. You are still talking about that special vocational school rather than the public schools in Las Vegas at the moment?

Miss PARSONS. But that is a public school in Las Vegas.

Mr. DELLENBACK. You are not talking about the average public school?

Miss PARSONS. But they are going to move this program out of the vocational school out into all the Las Vegas high schools.

Mr. DELLENBACK. Are they on the verge of doing this?

Miss PARSONS. Yes, they are.

Mr. DELLENBACK. They are not dreaming of this sometime in the future?

Miss PARSONS. No, it is real.

Mr. DELLENBACK. Have you found any public school systems in the Nation as you have gone around where they have gone past the contemplation stage on this type point and have really taken the step? You make the point to my good friend from Wisconsin where there is an excellent school but it is not infectious, it has not moved out in the public school system.

You have touched in my State on Benson. It is not in my district, it is in Mrs. Green's district. But has it also moved into the public school system support or is it still just in Benson, this extraordinarily good program?

Miss PARSONS. Benson is a different program.

Mr. DELLENBACK. I recognize that.

Miss PARSONS. I did not go to any of the other Benson schools but the director of the vocational program at Benson said that they had a fairly strong trade and industry program in Portland. He gave it a fairly strong endorsement. I don't know about the Oregon program in vocational education.

Mr. DELLENBACK. May I add this one flash of light. I don't know that it will do much but it so happens that the former principal of Benson is now the State Superintendent of Public Instruction in the State of Oregon. So there is ability in interest in this which is now present at the State level and which should permeate, hopefully, the rest of the system.

Are you familiar with the proposal in 10682 for coordinators located in the public schools to find jobs for the graduates of the public schools with local private employers?

Miss PARSONS. Yes.

Mr. DELLENBACK. Would you have any comment to make on that program?

Miss PARSONS. I am totally in agreement with it. The American Institute of Research did a study, a quite exhaustive study of thousands of vocational students and asked them questions about how they got their first job and who helped them get the jobs and the lowest point on the scale was the school. Two percent of the school principals were ever any help. Something like 8 percent of the school guidance counselors were of any help. The students' own friends came up to something like 40 percent. Family, much heavier. Yet all the good schools I went to they have completely retooled much of that. One of the things they have done which I think is very good, the counselor is a needed over-all person and this is what I found these schools lacked. Even when they had good job entry for their students it was

the welding man who was in charge of the welding shop getting a boy a job in a welding plant that he knew about in the city. I haven't touched on the elemental in New Mexico. New Mexico has had zero vocational education in its life. El Rito, which is in the hills of northern New Mexico, there is a vocational school which is now in its third year. It is the first time they ever offered barbering in the State, most exciting things happening with wonderful boys learning to be barbers with a Spanish-American accent.

Their finding a job is the job of the man who has the boy in his shop, but the assistant to the director coordinates all of that. It is his job to keep his pulse on what the community needs, what is happening, what is changing in it and to make sure that they are not sending them to one place and not to another.

Mr. DELLENBACK. There are a number of us I think who are deeply concerned that there needs to be strong two-way communication between the school on the one hand and the place of economic opportunity, the job on the other hand, and it must be two way. They must be certain that the needs of industry are communicated to the schools so that the schools start training for those skills and don't train them for dead skills and then after the individuals start coming out of the schools this two way street must serve to funnel these young people in where they belong.

I will close by saying that I think the Monitor is one of the Nation's truly fine papers. I think some of the articles that appear, the type that you have written and other specialty writers, are truly valuable to those of us who read it and we appreciate your being here today.

Miss PARSONS. Thank you very much.

Chairman PERKINS. Mr. Steiger.

Mr. STEIGER. Thank you, Mr. Chairman.

The testimony has been both enlightening and interesting. I share my colleague from Oregon's view about the Monitor, incidentally. Can you tell us why the Milwaukee vocational school is as good as you say it is? What is there that gives it that kind of excellence?

Miss PARSONS. The director. It sounds too easy to say that but the rule of thumb on a school is its principal. To make a what may sound facetious statement, but isn't, I can tell from the time I get to the parking lot to the principal's office of any school in the country what the principal is going to be like. I may not know whether he is male or female but I will know what kind of individual I am meeting when I get in there.

Milwaukee Vocational Technical has only had three directors in its lifetime and it is 60-some years old. This is also a strength. The first two kinds of men were just right for the job needs in Milwaukee at that point and the raw material they had to work with.

The present director is a very colorful and dedicated person who just can't think that there isn't a program for anyone. So, the school has in it absolutely everybody. It has dropouts, dropins, out of jail, in jail, derelicts, people 85 years old who haven't finished high school, it has literacy courses, it has supertechnical training. There isn't anyone he doesn't want to program for and at the same time that he is not really willing to think things out. He is one of the few people in education I have talked to who is basically sort of very sound and sound enough in his own feeling that he can be really honest.

One of the statements he made to me was that you could be wrong in his school as a member of the faculty, but you could not be lazy. That is a very interesting point. That means these are the kind of people he has teaching. When I walked around and went through the class they not only said, you may talk to any of the students but it was the kind of atmosphere where I could talk to any of the students and did talk to the students. Whereas lots of times you go in a vocational school, they say you can ask any student anything you want to and no student would dare look up, you know.

Mr. STEIGER. Can you assess at all the degree to which the Milwaukee institution works with the hard core disadvantaged?

Miss PARSONS. Yes. One of the strengths certainly is their strong advisory committee program, so that every one of their skill areas has a strong advisory committee. So the extremely disadvantaged may need a job at the same time. He may be just sweeping the floor of the foundry or scraping lead into a bucket at the foundry while at the same time receiving the vocational technical learning to move along in his skill.

By having the advisory committee in on the thing, and the people of the town running industries it makes it possible for the very disadvantaged to be working in the area where they eventually are hoping to get them tooled up. This is important.

Mr. STEIGER. Is it possible in your judgment for us to look ahead and see the time, hopefully, in the not too distant future when vocational education in this country can do more of the kind of things that they are doing in Milwaukee so that we are serving, for example, the kind of individuals that the Job Corps was created to serve?

Miss PARSONS. Yes, I think the momentum is well up, the system is up. I think if the money keeps coming out—I do feel, though, I do want to make the point that unless—you see what happens, education is quite a roundelay and if you are not careful and you are funding three-fourths of it and you have not plugged the last fourth it seems good while the money is going but it does not hold up. The colleges and universities must be made to play their part in this. They must be as interested in training a teacher of plumbing as they are a teacher of French. Unless they are included in the vocational school is always going to be thought of as the vocational school down around the corner, isn't that fine?

Mr. STEIGER. I could not agree more with you. Mrs. Green touched on the emphasis that we place in our society upon going to college as the goal. It is obviously not the goal to which all should aspire. Until we can change that we are going to continue to have the same kind of problems that we have today.

Thank you very much, Mr. Chairman.

Chairman PERKINS. Miss Parsons, I agree with your testimony that we need to stress and strengthen vocational education in this country today. I take it from your observations in going around the country that you observed a high dropout rate in vocational education, approximately 50 percent. I recall back when we wrote the Vocational Education Act a few years ago that we were only spending \$48 million at the Federal level, \$90 million at the State level, less than \$120 million at the local level and less than two-thirds of our high schools in the country gave any type of vocational education at

all. But you have pointed up the fact here that you found in your tour that very few of the high schools had a comprehensive vocational education program. Is that correct, in your tours around the country?

Miss PARSONS. No. All the schools I went to were comprehensive in the sense that they offered both academic and vocational. I deliberately went to different kinds. I only went to two schools that were what we term comprehensive, one in Canada and one in Pennsylvania.

Chairman PERKINS. I mean a high school that is provided Federal reimbursement funds for instance, for the training for office occupations and they had preemployment training for descriptive occupations, vocational, agriculture, marketing, experimental at all levels of agriculture. You did not see that type of training in high schools?

Miss PARSONS. I just went to two like that.

Chairman PERKINS. My point is that since we wrote the Vocational Education Act in 1963 the expenditures at the local and State level have multiplied many times. You can see from your touring the country that these vocational education schools are continuously expanding. Is that correct?

Miss PARSONS. Yes, sir.

Chairman PERKINS. In spite of all that, I think you observed when you visited the area schools that there was considerable overcrowded conditions and that the administrators, did they not tell you they had many people on their waiting list that they were unable to take in in Milwaukee or other places around the country? That they were unable to train because of lack of facilities?

Miss PARSONS. I ran into two opposite problems. I ran into what you say, the school with not enough room or facilities and I ran into one which can't get enough good students to fill its classrooms because the feeder schools don't understand the programs well enough—that is their complaint, at least—and they can't get enough.

For instance, in Stamford, Conn., which serves an area on the coast there from Greenwich up to Norwalk, I think it is, and in Norwalk there is another vocational school, and so on, the director of the J. M. Wright Technical School complains that he doesn't have enough wanting to come to the school for the kinds of training they have to offer.

Chairman PERKINS. That is as far as specialized training, electronics and in that field or category. But in ordinary classes of welding and carpentry, things of that nature, you never ran into a situation where the classes were not filled, am I correct?

Miss PARSONS. That is correct, sir.

Chairman PERKINS. But it was in the specialized training that you found some practically empty classrooms and did you find the problem likewise in the most specialized areas of vocational education where they lacked the technical instructors?

Miss PARSONS. No, because any place I went had a technical instructor. If it offered industrial physics, it had an industrial physics teacher. But the problem is the same all through. They can't get enough carpenters much less industrial physicists.

Chairman PERKINS. You did not visit many so-called residential vocational schools?

Miss PARSONS. The ones I visited that were residential had only been residential, you see, for a year or two and so have no length of time to—

Chairman PERKINS. If I recall, we have had very little experience in the operating of residential vocational centers in the United States up to this hour, am I correct?

Miss PARSONS. That is right, sir.

Chairman PERKINS. Don't you feel through the operation of the Job Corps centers that we are going to get feed-back information that is going to be very beneficial to the residential centers that we are operating today, that we hope will be operating in a few years?

Miss PARSONS. I certainly hope that they are studying that area. I must plead ignorance at having not studied the Job Corps situation.

Chairman PERKINS. You have not made any study of the Job Corps?

Miss PARSONS. No, sir.

Chairman PERKINS. You don't know the type of youngster that they are dealing with in the Job Corps and you have made no study of that?

Miss PARSONS. I made no study.

Chairman PERKINS. Have you made a study of the youngsters who entered vocational school by and large, their educational qualifications, whether the majority of them had some high school education, the great majority of them?

Miss PARSONS. No. The four studies which I have read and the five doctoral theses that I was able to get hold of, none of them dealt with this aspect.

Chairman PERKINS. None of them touched on that point?

Miss PARSONS. That is right. It is my fault for not finding the right one.

Chairman PERKINS. I think you have observed that the great majority of the youngsters of vocational education and the adults that had dropped out and were back there for training were people with the highest school training?

Miss PARSONS. No. For instance, in Sommerset in Kentucky the majority of the adult students were nonhigh school graduates. The majority of the academic training they were being given was equivalency degrees. Though the Milwaukee Vocational Technical has a very high percent that are in this. The one I haven't mentioned this afternoon is the Denver Opportunity School which provides—every town should have a Denver Opportunity School—it is called the Emily Griffith but it has in every class about half of its students are nonhigh school graduates who have come back and want skill training and can work simultaneously. The problem is whether or not the school offers this opportunity to take both a basic education and skill training in Sommerset, Ky., the Empire Appliance Repair Course is especially for those who have never finished high school.

Chairman PERKINS. My point is that we have such a broad area where we have hardly touched the surface. We need both the residential schools and we need the Job Corps. To my way of thinking there is certainly no overlapping at this time and there will not be for several years because we have such a tremendous dropout problem and we are gaining such invaluable information at the present time from the operation of the Job Corps that it is going to be most helpful in the operation of residential centers in the future.

As I recall the situation in Sommerset, Ky., you have an area vocational school there that has several satellite schools but they have been overcrowded to the extent that they can't take care of the high school youngsters that really want to come there for vocational training. With a situation of that kind, where regular vocational schools, comprehensive, area technical and a few residential can't take care of the high school youngsters alone, to my way of thinking we have to do something and give special consideration to a youngster that has reached the doorway to adulthood without a basic academic education. We have no assurance that he is going to go back to school when he has dropped out. There is no conflict here at all. It is just a question of being able or not being able to salvage thousands of the hard core youngsters to whom the Job Corps means a real chance.

As I see it, we need really a great expansion of the Job Corps and we need a great expansion in the vocational education area. We are not spending enough money, we have to do a better job. We are making tremendous progress in the area of vocational education but that should be multiplied many times. I certainly would like to see the Federal Government add on to the \$225 million that we are presently spending. I think the figure is grossly inadequate.

But at the same time, I think it would be grave mistake for us to cut back one penny on the Job Corps or undertake to phase out within the next few years or undertake to let the Office of Education at this time operate it.

I think we have some of the best talent, personally, in the world involved. I think the experience we are going to gain is going to be of a tremendous value to the education system.

Do you agree with that?

Miss PARSONS. Have I just lost my bus ticket? No.

Chairman PERKINS. Go ahead.

Miss PARSONS. No, I don't; and I could leave it there and you don't know which part of that I don't agree with.

Chairman PERKINS. I will confess that I gave my own views. There are so many of those views that you may disagree with but you do not disagree with all of them?

Miss PARSONS. No. It turns out, sir, that I have been in the newspaper business too long and I saw the gardenpath early.

Chairman PERKINS. I will ask you whether or not you are in favor of the Job Corps being transferred as proposed in the so-called Opportunity Crusade to the Office of Education. Do you feel that it would be helpful to do that, since you have not made a study in this area?

Miss PARSONS. You took the words right out of my mouth. I certainly have never felt that I have never studied one area more than I have not studied the Job Corps. It is possible when I get back to Boston and need a job that I can study the Job Corps for this committee.

Chairman PERKINS. You are just giving us your findings on vocational education.

Miss PARSONS. Yes, sir. Whenever I do study the Job Corps and you would like to know what I have found out, I will be glad to come back.

Chairman PERKINS. Then we will invite you back.

Mrs. GREEN. Will the Chairman yield?

I can't understand why the Opportunity Crusaders have not asked you if you have ever studied the Job Corps under any circumstances.

You can say that you are unequivocally opposed to the transfer to the Office of Education, aren't you?

Miss PARSONS. That is right.

Chairman PERKINS. Do you have any recommendations to give us about the high dropout rate which you have observed in the vocational schools, how you think that could be cured?

Miss PARSONS. I think a great deal better counseling needs to happen. You not only need a coordinator at the vocational level to work with industry, but earlier on in these student lives they need more people who know more of the variety of things that young people can get into and more about the schools' proposed programs. We have guidance counselors throughout our school systems that have never even visited vocational school that don't really understand what it could be like. You know it is "full life" to be a plumber. The student who drops out, the student who is not kicked out but the student who drops out has had to make a choice. That is a decision on his part and he has been poorly guided to have to make that decision himself. That is an active decision. The guy I want you to worry about as well is the guy that doesn't make a decision to drop out but goes on through and ends up with nothing. The dropout has made a better decision than the boy or girl who stays in and does not get prepared later for college or for a job. The dropout is the most visible but he doesn't begin to see the 50 percent who finish school without any training. I would prefer either for the schooling or for the job. He is not nearly so visible, not nearly so colorful.

The dropout has got to make a strong position and he obviously somewhere along the way has not found among the alternatives what he wants to choose. So I think good counseling is one way. I think another way is to have a greater variety of programs available to him. I think that the school arrangement of the Carnegie unit should be shot and you should break into smaller units of studies so that the student can take within the space of a day as many as 10 different things and not be stuck with four. There is no reason for not wanting to know your U.S. history but no reason why it can't go into various periods and various studies, and there is no reason why certain pieces of vocational education, especially the basics of electricity and basics of drafting, the basics in some of the more technical areas, should not come in a small enough package so that a student could elect this and decide whether or not he wants to have anything to do with it. We do the very same thing in our foreign languages. You must make a commitment based on the foreign language you want to study without showing evidence to yourself of either learning it or anything of that kind. If we should break those things up, people would have a better sense of it.

Also, if the school today were broken into small pieces and a more cafeteria arrangement of things to take, some of the students who might not be able to stand three of the courses might find three others that would be somewhat viable. But the other real problem is the high school student who is waiting to be 16 to drop out. We need for him the sort of home school counselor type of thing.

Chairman PERKINS. One final question: From your travel and experience I take it from that last statement—I am not putting words in

your mouth, I am using my terminology of what you have stated—that one of the principal problems of our vocational educators in the country today is to find better ways and means to eliminate the dropout problem and to deal with the problem child. Is that your observation?

Miss PARSONS. Yes, sir.

Chairman PERKINS. Thank you, Miss Parsons.

Mr. QUIE. Did you say that 50 percent of the young people who enter area vocational schools drop out? Is that what you said?

Miss PARSONS. In some of them. The percent was as high as 50 percent, and that was their determination that they didn't drop out of school; they went back to the academics because they had no aptitude or interest or patience of whatever to do the kind of thing they come to the area vocational school to do.

Mr. QUIE. Is that the number who dropped out who spent 1 day in area vocational school?

Miss PARSONS. Yes, 2 days and a week, 2 weeks.

Mr. QUIE. What percent after they had been there a month?

Miss PARSONS. Then it is very strong, 90, 95 percent stayed. Once the school wants the student—it is a two-way at the area vocational school. Because they are in an area vocational school they may pick and choose as against the city vocational school which sort of has to take what it gets, you know that is assigned to the school. It is a two-way arrangement. The school gets to decide whether or not it wants to keep the student. So part of the dropout rate is push out, push back into the academics. The other is whether the student really wants to continue with the program.

Mr. QUIE. I think you ought to realize when we ask questions about the Job Corps which you have not studied, that the Job Corps count the dropout only after he has been there a month. If they drop out any time before a month then they are not called a dropout. So you should know what terminology they are using in the Job Corps.

Chairman PERKINS. The gentleman from Minnesota knows that the witnesses have stated it both ways.

Miss PARSONS. The dropout that we were talking about here was the dropout out of school when I talked about the area vocational school losing its entrance. It was not out of school.

Chairman PERKINS. Thank you very much, Miss Parsons. We appreciate your statement. You have been very helpful. We are glad you made that trip. We hope you will make one on Job Corps.

Miss PARSONS. Thank you.

Chairman PERKINS. Come around, both of you, please.

STATEMENTS OF DEAN O. WILLIAM PERLMUTTER, STATE UNIVERSITY OF NEW YORK, AND DR. ZELMA GEORGE, DIRECTOR, WOMEN'S JOB CORPS CENTER, CLEVELAND, OHIO—Resumed

Mr. HAWKINS. Mr. Chairman, I have a few questions of these witnesses.

Dr. George, in your statement you have indicated that there are some elements of training and development of the women who come to the Job Corps that are certainly in addition to the obtaining of skills. In other words, you have indicated that yours is a full-time responsibility of both day and night the year around, and that is to

assist the woman in the development of personal, social, academic, citizenship factors, as well as a vocational skill.

You seem to make some distinction between what is offered in the Job Corps and what might be offered in the conventional vocational schools. Am I correct in that assumption, or would you like to comment on it?

Dr. GEORGE. Yes. Thank you very much.

I feel that skill alone certainly is not enough. These women who have come to us, although we don't like the term deprived, there are some communities where they have been deprived of so many things that they will need in order to be employable. In other words, a girl could leave there with the ability to type 78 words a minute, as we did have a girl graduate last month. And ability to write shorthand satisfactorily and do all of the real chores, have all the skills for the job and still not be employable because she still doesn't know how to be on time or how to be dependable. She doesn't know the proper dress to wear. She may still have a few words in her vocabulary that need to be taken out and supplied with new ones. She still has to know how to eat with other people.

That sounds like a simple thing but it is an important thing with many of the young people who have never had a family meal experience, who have eaten come and go as quickly as they can and do something else. She still may not even know how to take a bath, to keep a bath clean.

One of the things we do for every girl is to have the first engagement with a hair dresser, not to dress the hair but to teach her about washing it and keeping it clean. Some of these girls have never had this done. They really do not know how to do it.

We may have to delouse her in order to make her ready for this job. So that there are many, many things involved in training her and making her employable besides the skill itself.

I think probably the strongest thing about Job Corps, as I see it, is its residential program where we not only have the responsibility for her, which is the way we feel about it, sometimes it gets to feel like a responsibility, but the opportunity to be effective and be available around the clock for her, learning how to live with people. They come there never having met a Negro before in their lives, never having seen a Negro before. And not from the South, may I say, mostly from northern Michigan and northern Wisconsin, who have never seen a Negro in their lives, and I find problems in learning to adjust to one another.

I am extremely concerned about keeping these youngsters from coming mostly from the region close by because you get such a homogeneous grouping. I think you have Indians from reservations and Hawaiians and Spanish-speaking youngsters, Spanish background young people as well as Negroes and whites. It is a tremendous experience for all of them. I can't find any Indian reservations near Cleveland, Ohio. I would like to be able to still furnish to these youngsters a variety of ethnic experiences, too. So I have strongly felt that we must find ways to keep what the residential program gives and to meet the special needs of these young people in giving them—

Mr. HAWKINS. If the Job Corps were to be discontinued, let us say in Cleveland, do you know any other place in Cleveland that these women could obtain such experience, such extra services?

Dr. GEORGE. There is no place in Cleveland, Ohio, except the Cleveland school.

Mr. HAWKINS. Do you know any other city—

Dr. GEORGE. No, I do not.

Mr. HAWKINS. Where the service could be obtained at the present time?

Dr. GEORGE. I don't know of any such places where the hard core—maybe there would be a few among them who might qualify for the vocational school, but the mass of them wouldn't.

Mr. HAWKINS. You discount the possibility that the vocational school as currently constituted, without condemning it, but realizing that it plays a specific role which it not perhaps the role that the vocational school as it is now organized and operated would not offer a substitute for this program?

Dean PERLMUTTER. I've been holding back during the previous testimony because there are numerous points of contact, things that are the most recent that are happening in education in this area were not really brought to the surface level. The Nova Schools were mentioned, however, and my ears perked up because in the region where Dr. George is I was formerly dean of fine and professional arts at the State university of that area, Pennsylvania State University, where we not only had one of the most outstanding faculties in industrial arts and technology but we indeed were the consultants in this area for the Nova Schools.

So that one of the things that we were interested in there as a faculty, and this is one of the professional reasons I had for volunteering in the Job Corps because I saw this as a laboratory and my industrial arts faculty which was fascinated by it.

I said supposing we had some of these centers like the Job Corps could you really—and this is exactly what they want to do. The concept of vocational education by the way, that we are talking about is a very outmoded one. For one thing, we are talking really about training youngsters not just in the deprived area but in the regular academic schools in a variety of technical schools which are a necessary part of the general education in the modern world.

Second, very few people really, a smaller fraction, actually work in the jobs for which they were trained. I don't think there is any one on this side of the table who took a course which trained them to become a Congressman. I did not expect to be a professor for a long time, or a dean. But if you go into the blue-collar trades or the marginal trades, the things that we are talking about today as trades, that you are talking about as jobs or vocations, they weren't in the dictionary 20 years ago. When did electronics come into the field? When did computers come into our terminology? You are talking about training a man for a service station and a tire—that is going to be antiquated in 5 or 10 years. So the concept that the best industrial arts, the best industrial technology professors and there is an enormous movement in the universities and you know that in Minnesota where I have taught. I know it in Pennsylvania State. I know it in Purdue. I have been at the leading State universities in the country. We have as many as 20 applications for placement for any industrial tech graduate at the bachelor's level. At the master's and Ph. D. level we can't produce them quickly enough. What we are trying to do in industrial arts is to work out new patterns.

For example, you work out a course where you give a youngster a variety of skills and certain general principles in the techniques with the implicit assumption that these things are going to change, and what sort of adaptability do you feed into him, and the change is going to be a railway fireman or one of the Christian Science Monitor printers who, when he sees the new technology come along, runs to a union, or is he going to get retrained?

If we can have our faculties and universities, especially the more alert and aggressive ones, working hand in hand with the Job Corps centers, and I am not praising what the Job Corps centers are doing educationally—frankly very conventional—that this is no reason for kicking them in the pants.

Then you get some help from the universities. I tried very hard to bring my faculty 30 miles from this center, it is a coincidence that we are here together, to see if that faculty could relate to that center. You know, the machinery did not exist. The good will was there on both sides. Dr. Chambers is here who is director of that. I visited her center several times in the very early days. If we could bring these things together we could do a lot in the universities in the development of industrial arts and industrial technology and various other technology, not just industrial.

Dr. GEORGE. We must say also that you find a more specialized faculty in the Job Corps than you would find in vocational. The very fact that they are on call for 24 hours more or less, or that they certainly are not expected to keep conventional hours; they cannot look up at that clock and expect to go home at 3:30 or leave on Friday and come back on Monday. This just is not part of it, you cannot even think about it.

We would sift through and sift out those teachers who don't have that extra ingredient of dedication. I know dedication without a lot of other things can be just as dangerous as skill without dedication but who can bring that extra measure of something that Job Corps student needs that I don't think on the whole you will find anywhere else than in the Job Corps.

Mr. HAWKINS. Are you saying, in effect, that there are two distinct programs at the present time, vocational education on the one hand, and Job Corps on the other, and you can assume we cannot do one without the exclusion of the other, the mixing is not necessarily the proper thing to do?

Are you saying we should not discontinue the Job Corps program on the basis that those who are served by the Job Corps are going to be taken care of in the conventional vocational education as it exists today.

Dean PERLMUTTER. It goes a step further than that. By continuing the Job Corps in the most enlightened educational fashion we can greatly improve such provisional education as exists outside the Job Corps. We need the Job Corps very badly in the vocational schools.

Mr. HAWKINS. When you say you need the Job Corps—

Dean PERLMUTTER. We need it as a laboratory.

Mr. HAWKINS. You need it to continue its operation basically the way it is now constituted, with improvements of course, but you are not suggesting bringing the Job Corps into the vocational education setup as such?

Dean PERLMUTTER. No. I mean bringing the experience of the Job Corps, the best experience, into the vocational education setup.

Dr. GEORGE. I think there is a lot of learning to be done in both directions. They can learn, of course, from what we are learning about their mistakes but we can certainly learn a lot from them. We are in the process now of organizing a board of education which we made up of consultants to help us think through the problem and find a way in which we can be mutually helpful. I think you are quite right in this.

Dean PERLMUTTER. I am only \$40 away.

Mr. HAWKINS. I have just one question, and that is with respect to the Alpha Kappa Alpha sorority. I assume that the members of this sorority are contributing substantially of their own time and service, as well as some of the financial support to this and other programs.

Dr. GEORGE. The policy for the organization rests in the hands of a committee, a national committee chaired by the national president who is here, by the way. They are responsible for the administration of it the same as any other prime contractor of any of the other projects. We have local chapters as you know. They live all over the United States but there are chapters in Cleveland and in the vicinity that do share their personal lives and talents in various ways with the girls.

Mr. HAWKINS. The question really goes to this: Whether or not there is a voluntary service which is being rendered by the sorority in a program of this nature, and collateral with that question is the point of whether or not such service would be available if these women were not sponsored by such an organization such a program as this but were, let us say, returned to the conventional type of school setup. Would we lose the service of such groups as are now being involved in the program?

Dr. GEORGE. I think probably the biggest service aside from policy-making in the administration is in the follow-up of our graduates when they leave, when the girls terminate for one reason or another and go home, we are attempting to do more and more in the follow-up in the homes back where they go, and the continuing interest in them, helping them to get a job and following through on the training they get at the center.

It is a national center. Most of the members who are not at Cleveland can be involved in the program.

Mrs. GREEN. As a member of Delta Sigma, I am pleased to welcome to this committee a member of Alpha Kappa Alpha. The members of Delta Sigma only look to the Office of Economic Opportunity. I am advised, and wonder why the Office of Economic Opportunity wasn't wise in giving contracts and awarding one to the Delta Sigmas as they did when they offered one to the Alpha Kappas.

Dr. GEORGE. They thought it was the best place to put it.

Mrs. GREEN. To my colleague from California, may I say that I think it is fair to say that the Alpha Kappas and Delta Sigmas are two of the great service sororities in this country, and that even though the Delta Sigmas did not receive the contract from OEO that hundreds of them are actively involved in working very hard, very hard, even without benefit of contract.

Mr. HAWKINS. May I say to the young lady from Oregon, I hope that we join the others in continuing this program so that Delta Sigma can continue to render that great service which it is now rendering. I would like to commend both Delta Sigma sorority and the Alpha Kappa sorority.

Thank you, Mr. Chairman.

Chairman PERKINS. Mr. Quie.

Mr. QUIE. Did you say that the vocational instructors of the Women's Job Corps center spent 24 hours a day?

Dr. GEORGE. No, I didn't. I would be—let me say we do occasionally if there is something that comes up and we felt the need to be there, not 24 hours, no. If they do, it is a voluntary thing. It is more than 8 hours. And on call. Since I have been sitting here there may be some activity in Cleveland tonight, like there is in Detroit. If there is it will be 24 hours, sir.

Mr. QUIE. What relationship will anybody in the centers have with the activities?

Dr. GEORGE. We will be keeping the girls in the building and keeping them under supervised structured program activities to see that they are comfortable and feel secure and are provided for and we know where they are every moment. Their parents will be continually informed what the situation is. It will take the total staff around the clock to handle the situation, if it happens, because we are right in the Hough area.

Mr. QUIE. You are located in the area that might be—

Dr. GEORGE. Yes. But we went through it once without any scars.

Mr. QUIE. So both the instructors and the aids—I imagine some of the aides who would normally have time off, would be required to remain, too.

Dr. GEORGE. They would not be required. They would be interested enough to stay whatever time was needed. We would schedule people, of course, with as reasonable hours as we could but I have no doubt that I would have all the help I needed in volunteers from the staff to cover whatever was needed. We have a very fine emergency procedure already worked out, all ready to be activated as soon as I get the telephone if we still feel the need for it. This is done without the full staff in on it and very well spelled out and everybody knows what his job is.

Mr. QUIE. How many hours a day would a vocational instructor be required to work?

Dr. GEORGE. Eight hours a day, 40 hours a week is what they are required to do. I am merely saying that a program of this sort involves activities after 4 o'clock and our aids or resident advisers or counselors on duty can not do the full job—there are enough of them there to man it, yes, but the interest of these teachers in them, the fact that they will come back past their hour of expected work and just be present or participate in the program or to involve themselves with them in it, or to take them, we took a hundred girls to the opera when the Metropolitan Opera was there. We spent weeks getting them ready for it in every single way. Teachers took small groups. We didn't take them in a bus. Teachers and friends in the community. Alpha Kappa women come, small groups of them, to the opera. That is a program as much as sitting up in a class in vocation. The teacher will be in better position to do something for the girl the next day after any kind of such activity. It will help to enrich this person's life.

Mr. QUIE. We visited public schools in New York who were doing the same thing with the instructors. Only they ran into union difficulty. So they had to make certain that there was free will on the part of the instructors.

Dr. GEORGE. This is only free will. I can only schedule them 40 hours a week. I would look twice at rehiring a teacher for the second year who only spent 40 hours a week.

Mr. QUIE. Dr. Perlmutter, you mentioned the Mayo Clinic a number of times, a Mayo type of operation. I don't find any similarity between what Mayo is doing and the Job Corps.

Dean PERLMUTTER. It is a conceptual similarity.

Mr. QUIE. Unless you meant research. Mayo is involved in research.

Dean PERLMUTTER. It was a conceptual comparison. Mayo treats patients. Mayo does research. I would like to see the Job Corps deal with students and this is the sense of treatment through what needs to be done right away. I would expect us together with the Job Corps and the educational community to do research in what they are doing. I do not think you can underestimate our ignorance in the world today in dealing with this population group. I have very little patience with people, especially those who are not on the front line of education, who are smug and derisive about efforts of this type because what we have been doing not only in this country but throughout the world is that we have been educating an upper strata as broad as 10 percent and here it tends to be closer to 30 or 40 but the vast majority are down below and we talk in rather pejorative terms about them. One of the reasons we do this is that we know very little about educating that group. I would be the first to profess my ignorance here. But I think we can learn. I think the good will exists now to conduct that inquiry and to learn. But we can't be too impatient with this. We can't expect to know in 3 years what we have not learned in several thousand. This is a large job. Congress can not legislate our knowledge on this. We are going to have to work by hard experience. This is a very valuable kind of laboratory that we have. It is not an either/or question that if we study here we can not study comprehensive high school in Milwaukee or a vocational school. We don't have enough of those vocational schools, either. But we need this laboratory. And we need it for these human reasons to get at these kids right away even when we don't always know what we are doing, even when we get them a bed to sleep in and teach them to wash their hair.

Mr. QUIE. Are you claiming that there should be more research projects in the Job Corps Centers or the mere fact that there is money going into the Job Corps Centers that ends up to be a research project?

Dr. GEORGE. No. I made a very specific suggestion here. I would like to see about 10 percent of our funds in the Job Corps effort clearly channeled not just for research but the program development is an extremely important aspect of this.

I can illustrate this very quickly—staff training. We don't know enough to do adequate staff training, but I think we can find that out pretty quickly if we were to designate three or four major university centers in different parts of the country to conduct this. Let me take this on the question of program development. This Christian Science Monitor correspondent, Cynthia Parsons, made the point about an organic curriculum. We discover, for example, in dealing with a Job

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

names of the parts of the body. Learn the terms you are going to use as a nursing aide. If you do it you make a sentence. You begin to teach remedial reading with the thing that is tied up with the vocation, the thing they think they want without knowing all the other things they have to have to go along with it.

So we are experimenting. We do need some help in evaluating. We need people to help us with ideas on the way to do it. I think the success we have had in the light of the fact that we are experimenting with people other folks have failed with, the casualties of all the other people are the ones we are dealing with right here.

Let me say this: I have stacks of success stories over here. I wish I had as much time as she had and I would read you some of them. I would tell you about a little Mexican girl who came from Washington who wouldn't eat but two meals a day because she couldn't swallow that third meal because her people did not have enough to eat, who left there typing 78 words a minute. I don't know what her rate was in shorthand.

I would like to read the letter to you that came from the people with whom she did her on-the-job training in Cleveland, the University Hospital of Cleveland:

Now completed her job of affiliation training with us. We are pleased to report she was placed for the affiliation in our Department of Radiology which offers a broad range of clerical job opportunities. Experience includes typing, transcribing, filing, telephone processing, X-rays, experience with the automatic typewriter. Our supervisor, Mr. Paul, states that Miss Magda is a very competent worker, responds well to teaching and explanation, follows instructions very well. She is a good typist and her work is accurate and neat. Miss Magda's appearance is always neat, she is well mannered and works well with other members of the team. She is self-motivated to the point of seeking out the supervisor to request further work each time she has completed a project. Miss Magda would have been hired for permanent employment if she had remained available.

She wanted to go home and go in the field and work. When we said to her, Let us sit down and take pencil and paper, you take one and I will take one. How much would you make if you went back, how much would you make a week, how many weeks let us add this up for the 2 months before graduation. Now give me what you would make if you finish.

We convinced her to stay. She wanted to go home and get in the field and work. Now we have got her a job with the Imperial Valley Irrigation Co. They wanted to hire her for a top job. We said let her work up to that. Start her lower. She'll make it but let her do it on her own. She was made secretary of the head of a division. She is making a good salary. She is 21 miles from the nearest town where she lives.

I can tell you about a girl who came in with third grade reading level who came from Brooklyn. Third grade reading level. She has finished the seventh grade. She had been training as a dental assistant. She wanted to read more than anything else. Everything that came her way she wanted it. She had never seen a piece of clay. She had never seen a bust. Never had one in her hand. She paints, sculptures. She made a dental plate and then made an abstract painting of the dental plates, a tremendous improvement that has taken place in the girl's life. She is president of the student council. When I saw her reading her notes, a charge to her successor as president from little 3 by 5

cards in her hand, something happened inside her. Now this is the thing you have to come and see. The Members of Congress can not judge this program until you have been to a center and been all the way through it and spent some time with us and looked at what we are doing.

There is no way for you to imagine what is happening to these youngsters. Sure we fail with them. Every time we do, I weep because I don't think it is their failure, it is our failure. We have not learned yet enough about what to do for them. We talk about it. We give them, I would rather give them one too many chances than one too few. Sometimes it is difficult to make a decision because I don't feel it is not girl's fault. It is our fault because we have not yet found out all the answers. I wish it were possible to just share with you letters of recommendation just like the one I read to you, stories of girls who come to us really out of correctional institutions, a girl who took care of herself since the age of nine.

Chairman PERKINS. Will you put some of those success stories in the record?

Dr. GEORGE. Now? You want me to write them up or tell them? You won't ever read it. You won't have time to read it.

Dean PERLMUTTER. Dr. George has a very important point about firsthand experience with the centers. I have been in seven or eight. It is a very gratifying thing to see these youngsters.

Mrs. GREEN. You say you have been in seven or eight. How long did you stay and in which ones were you?

Dean PERLMUTTER. I have been in Gary and Kilmer and Parks that I remember offhand. I have been in the Cleveland center several times.

Mrs. GREEN. Gary, Kilmer, Parks, and Cleveland.

Dean PERLMUTTER. Yes.

Mrs. GREEN. How long did you stay in each one? How long were you in Gary when you were there?

Dean PERLMUTTER. I would have to check to see if I have any records of when I was there but I usually was there 24- to 48-hour periods.

Mrs. GREEN. Were you ever in any center for more than 48 hours?

Dean PERLMUTTER. I never stayed overnight in a center, which I would have liked to have done.

Mrs. GREEN. Were you in any center for more than 2 days?

Dean PERLMUTTER. No, I have been, however, with center personnel for as long as about a week, with just center personnel.

Mrs. GREEN. There were studies that have been made by people taken on a Cook's tour where a center has been given a wonderful rating. Then when the real detail study was made it was far from what was on the surface. Did you ever personally make a study of the training courses that were given to the enrollees?

Dean PERLMUTTER. Of some I have.

Mrs. GREEN. Where?

Dean PERLMUTTER. At Parks.

Mrs. GREEN. Of the training courses that were given at Parks?

Dean PERLMUTTER. I have looked at many of the curriculums and the programs. I am not a strong defender of the program academically. I think they have a long way to go.

Mrs. GREEN. When you made the detailed study at Parks, how many hours were the youngsters in training?

Dean PERLMUTTER. I did that when Parks was maybe 6 or 7 months old.

Mrs. GREEN. Did you ever write up or give anybody a memo on your study of the training that was taking place there?

Dean PERLMUTTER. I may have. I have had long conversations, I may have written some memos.

Mrs. GREEN. You don't have any recollection of the kind of training and effectiveness of it?

Dean PERLMUTTER. I have some recollection of some of the training I have seen at Parks. For example, I saw one of the best training programs there and it may have been a short visit but then I am not an amateur walking into a school. In the culinary arts, for example—

Mrs. GREEN. I wanted to know about individual youngsters. What I am trying to make a judgment on is the kind of program that we are getting for the dollar spent. I think there is a great deal of misinformation and also assumptions that those people who question the kind of training program in the Job Corps are per se opposed to it.

Dean PERLMUTTER. I would not say that at all. I think we are agreed that this is something that needs to be done.

Mrs. GREEN. By my questions I am not one of those who would do away with all Job Corps centers. Far from it. I think, if I understand you, that some of these perhaps do serve as a good laboratory from which we can learn. From that conclusion, I do not jump to the conclusion that the Job Corps is to be defended as the only way to reach these hard core youngsters. I think the job of the committee is to really probe in depth and not just to deal in platitudes and say the Job Corps, like motherhood and country, is wonderful. You come here today defending the Job Corps. I want to know what kind of training programs you have studied and how effective they have been and what your conclusions are in terms of the number of youngsters that graduated and held jobs.

Dean PERLMUTTER. I stated at the outset, I don't know whether you heard the introductory remarks, the very first remarks I have made, I am not here to defend the Job Corps. I would have to be operationally involved to do that.

Mrs. GREEN. I thought your paper was defending it.

Dean PERLMUTTER. I am defending the concept. I am defending the concept not from the point of view of the Job Corps. I am defending the concept from the point of view of education that this is something to be done. Whether it is being done badly or well is for you to determine, for it—

Mrs. GREEN. You say it is to be determined whether it is educationally sound.

Dean PERLMUTTER. Whether the concept is sound.

Let me outline the concept. The concept is that we will take youngsters and put them in residential centers; that they will get medical treatment, complete health care, psychological care in terms of counselling, vocational education, and basic education; perhaps education in the arts and a number of related things and this will be done in residential centers. It will be done by teams of faculty and experts who are drawn from industry, from government, from colleges, from

schools. This is the concept. This is all I am defending. I would have to be very well versed to speak about the detail.

Mrs. GREEN. You would defend the concept but you will also admit that it might be well to try several different kinds of residential centers and see which ones would work the best?

Dean PERLMUTTER. Indeed, but I would want to know the concept; not that residential makes it good.

Dr. GEORGE. May I ask you, Mrs. Green, why would you be interested in trying somewhere else until we really had a chance to do an adequate job of trying here? Two years is really not enough to find out what has happened to human beings. You get a lot of examples of success but you really won't know what happens to some of these human beings for a long time. Some of them you will never know what happens to them. If you are going to have to look for evidence of success with human beings, in 2 years they don't even ask for that kind of return from stocks or from investment in business when you have things that you can handle. Human beings, to expect us to be able to prove to you that it worked, when we have all of this evidence of individuals who are successes. I am just wondering why you would want to try somewhere else.

Mrs. GREEN. May I say, Mrs. George, that I have heard about your work at Cleveland center and from what I understand you are doing a good job. I have visited Job Corps centers, and I have made in-depth studies of some of them. So I think I have some information on which to base a judgment, although I do not pretend to know the answers. I do not see any volume of evidence at this point after 2 or 3 years which assures me that the Job Corps is the way and the only way. I do think we certainly ought to continue a few Job Corps centers as laboratories and see what we can learn from them. I also am convinced that there are other ways that we also ought to study and see if we can do a better job and a more effective job. This is my concern.

With the amount of money that we are expecting per enrollee per year it seems to me that this committee is obligated to find out if there is a better way to reach this tremendous number of youngsters. We are only reaching 40,000 youngsters. There are 8,000 dropouts a year. We are not beginning to scratch the surface. School districts don't have money for disturbed children. We don't have money for a great many things. If there were unlimited funds and we could do everything we wanted for all youngsters, we could have a thousand Job Corps centers but we don't. So we have to say how do we get the best return for the dollars we are spending.

As I say, from the studies I have made, I am not convinced that that volume of evidence is there to say that the Job Corps is the only way that we should do it.

May I turn to some direct questions. Is there a study of Cleveland in terms of the number of girls enrolled, how many have graduated and the dropout rate in the jobs? I don't mean in individual cases. In any school in the country we can pick out individual cases that can be great success stories and individual cases that can be failures. I am not interested in individuals although the individual is terribly important but in terms of evaluating the total Job Corps program do we have studies?

Dr. GEORGE. I can give you some very authentic facts but may I say that the whole Job Corps idea is based on the individual. Education for all we have about achieved and now we are working on education for each. If it is not individual I don't know what it is.

Mrs. GREEN. You either misunderstand me or you are putting words in my mouth. Evaluate the Job Corps program in terms of millions of dollars you are spending and in terms of results.

Dr. GEORGE. I don't know how to put a price on a successful girl. I feel if we make a fair percentage of success it might be much cheaper than it would have cost society if we had not done it. I don't know how to get those figures but I think it is an important thing to keep in mind. I can give you the answer to your question.

We have had 1,143 girls since we were activated. At present we have 346. We are supposed to have 345. So we are at capacity, one over. We have had 797 terminations; 247 of them are graduates.

Mrs. GREEN. How do you define a "graduate"?

Dr. GEORGE. Someone who has satisfactorily completed the course, as prescribed, for whatever vocational choice she has been training for, whether it be secretary or data processor or nursing assistant or physical therapist.

Mrs. GREEN. Do you include as undergraduates the girls who have not finished the course, but transferred to another school or took a job?

Dr. GEORGE. No, I have here a list that I would break down the termination from. We have had 93 transfers out, 73 of them were OEO holding units which means they were transferred because of pregnancy. Fifty-seven of that were pregnant on arrival. We have transferred 20 of them to other centers. We have had 66 disciplinary discharges. We have had 77 that were discharged for 30-day AWOL, being AWOL 30 days. We have five that were on administrative leave and this is a sort of nebulous term because it was one inherited and we no longer use it.

We have had 19 medical discharges which had to do with emotional disturbances. We have had 281 resignations. Then we have had nine other terminations which we call improper screening. Two hundred and forty-seven are graduates. Of that number 138 as of this moment have confirmed employment. We know where they are working and how much they are making. We know there are others working. We have a record here of exactly where they are working, who they are working for, what they are doing and how much they are making. This is minimum.

We have 11 previously employed but not now working, according to our records, eight who have married, 18 who transferred to colleges or high school, and we had five this past year who went to college and scholarships from Alpha Kappa Alpha sorority. One in the armed services and we have 71 unemployed.

Now that 71 unemployed, almost all of them are Negro girls in the South and who have been trained beyond—

Mrs. GREEN. Have you made a study of the girls who have had jobs and how long they stayed on the job?

Dr. GEORGE. I thought we were doing pretty good to get this. We are going to work on that next. I have one of our teachers in vocation this summer, who is taking 1 week of this time to interview girls in the Los Angeles area where he is spending his vacation. We

have quite a group from there. He is going to do some indepth interviewing of them so as to give us an idea of the kind of things we would like to know.

Mrs. GREEN. How many hours a week would the girls be in class, both in vocational training and academic work?

Dr. GEORGE. Eight a day. They go to class 8 hours a day, 40 hours a week.

Mrs. GREEN. This is for all the girls?

Dr. GEORGE. Yes.

Mrs. GREEN. What kind of vocational training?

Dr. GEORGE. We have three clusters. One is around the Hough area where we have nurse's aides, psychiatric aides, physical therapist aides and assistants, LPN, the nursing field primarily, dental aides.

We have receptionists, sort of a hybrid. They have to know something about medical things. Then we have the clerical field, and we call it a cluster, and they start from the five clerical way up to the secretary, and at a point they break off; they may have two or three employable skills before they get to where they really have the capacity to go. If for some reason they drop out they still have employable skills in the clerical area.

In the clerical area we do data card processing, IBM keypunch, and a number of the related fields, duplicating machines, and verityping. I have right in front of me here a girl who is working for Standard Oil.

Mrs. GREEN. How long have you been in Cleveland?

Dr. GEORGE. I have been there since August last year.

Mrs. GREEN. Have the girls been in a training period of 40 hours a week all the time since you came there, or were they when you came?

Dr. GEORGE. Pretty near it. They have been in it ever since about the third week I was there.

Mrs. GREEN. I must say this is a better record than some of the other centers I have taken a look at. What is your ratio of adult employees to girls?

Dr. GEORGE. Just a moment and I will find it. We have a permanent staff of 134½. This is 2.1 to 1.

Mrs. GREEN. What is the average loss there in Cleveland; do you know?

Dr. GEORGE. That is one figure I meant to get. I will see that you get it. It is less than it is supposed to be and I am not proud of it. I just couldn't get it.

Mrs. GREEN. In one of the studies that has been made there is talk of the very high absentee rate, and the recommendation was made that the adjustment allowance not be paid to youngsters who went to Job Corps centers and just never reported to classes.

Do you think this would be a good procedure?

Dr. GEORGE. I stated that the first month I was there. We deduct 20 cents for every class they miss because they are being paid a salary to go to school and we talk about it in meetings and we say, "If you don't go to class it is important to you to learn that you don't get paid because the Government is paying you to go to school. You are paying income tax out of that \$15," 13 something they get, and so we take 20 cents out.

We averaged what it should be with 40 hours a week and we came up with 20 cents some kind of way or other. Anyway, it works and we take it out of their pay and we put it in the welfare fund and we do cultural enrichment programs with it.

What we don't get from that I get from lecturing.

Mrs. GREEN. In terms of the care of the center, do the girls wait on themselves and so on?

Dr. GEORGE. They do all of the cleaning of the public rooms on their floors, like the bath, and the toilet, and the hall, and the ironing room, and the laundry room, and the television room, and their own rooms. They do not take care of the first-floor lobby. We employ maintenance man for that. I have here in front of me, a schedule of the house-keeping per each floor for a month at a time, and this is on my desk the last day of the month for the next month.

Mrs. GREEN. Earlier you made the statement that you thought it was well not to have the girls close to home, if I understood you correctly.

Dr. GEORGE. I very strongly feel that way.

Mrs. GREEN. I believe one of the studies showed that 94 percent of the youngsters returned to their own homes after they had been in the Job Corps, whether it was a week or 6 months. There is, in fact, an amendment to the law last year that they would be sent to a center that was close. I agree with you that some youngsters ought to be away from their home, but would you change this new law?

Dr. GEORGE. Oh, yes, I would change it. Yes, I would very much like to see it changed, and I will tell you why. A girl who comes to a center, the first thing you have to do is establish discipline. She has to make a 7 o'clock breakfast. She has an 8 o'clock class. She has to clean her room. It has to be inspected before that class.

Now, we want a better life because she didn't buy that, but you have to establish this the day she gets in, not next week. All right, she gets homesick right quick. That home she couldn't wait to get away from is the most beautiful place she ever saw. She wants to get home right away. She will, if she has enough money in her pocket to get bus fare home. She is gone before I even know she has a problem. But if she has to come to her counselor or to me to ask for money to go home, I have a chance to persuade her.

I can't keep her against her will, but I can say, "Why do you want to go home?" "I don't like it." "You don't know whether you like it. You haven't been here long enough." You know what you would say to many. That is what I say.

Usually they end up staying there. If I can keep them 30 days I can keep them 90. I think we ought to require them to stay 90 days when they sign up and come. I think there ought to be some penalty when they don't, but I feel very strongly that these girls who have not had discipline, and you can't operate without it, are going to want to go home and they are going to go home. They are going to call their parents and are going to tell them anything in the world. They will tell them the biggest story, just the biggest you ever heard of.

They call the WICS and they tell them, and if it doesn't work then they tell them, you know, "I am leaving Hough." And then they will get them home because that is a dirty word like Watts, and the parents will send and get them right away. He knows. Watts is a dirty word like Hough.

Mrs. GREEN. May I say to you, Dr. George, that at least as one member of the committee it would be helpful to me if you would make specific recommendations as far as legislative requirements or administrative changes.

Now, I studied some of the Job Corps centers, and I visited some of them where there is no discipline and where absenteeism doesn't make any difference and the full adjustment allowance is paid and where the enrollees are waited upon for the full time. Some of us look with a jaundiced eye at spending \$8,000 to \$10,000 for a training program that we don't think is much of a training program.

So I think specific suggestions from you on changes would be more helpful than just the concept that the Job Corps is great.

Dr. GEORGE. We even define what we call a successfully completed month so that they don't get their \$50 if they don't successfully complete the month. This is a lot of work and if you don't have enough help because Congress doesn't give you enough money to get that help—this really takes money. It takes money to pay people in competition with public school systems, with no fringe benefits, just the love of humanity.

Mrs. GREEN. Let me say, Dr. George, that if I had my druthers, I would increase the total amount that we spend on education, including the Job Corps and various efforts of the war on poverty to a much larger extent than the administration is requesting this year.

My quarrel is not with the total amount of money that we are spending on education or the war on poverty. My questions are the way that we are spending it and the tremendous job ahead of us and the hundreds of thousands of kids in every community that need help and how can we best do it. This is my question and we have lots of problems.

Dr. GEORGE. Some of us working awfully hard, if we just got a little pat on the back from Congress maybe some of the others would work harder. It is really very disgusting. They don't make any distinctions. They hear about a conservation corps somewhere that did something and all the Job Corps is wrong and this just isn't fair to the girls.

The tremendous things that are coming out of some of these centers really just need to be isolated from the criticism that come to all of us.

Mrs. GREEN. I think this committee hears both the bad parts and good parts and as a result of the balance then we try to make a judgment on what might be done.

Dean PERLMUTTER. I would like to have one more attempt at a meeting of minds here, Congresswoman, because I have been very articulate in my criticism of certain Job Corps practices, particularly in the area of staff training and some of the internal discipline problems and the scheduling problems, but these are not simple matters and 2 years is very little time in which to start up 123 residential institutions and get them built and get them staffed.

Mrs. GREEN. I can't agree more. I think we should have started much fewer and gone much slower. That is one of my criticisms.

Dean PERLMUTTER. There were some pressures coming from the Hill as I recall in 1965 to get some people into Job Corps centers very quickly. Wherever that pressure came from, it did not come through the Job Corps, and within a period of six months about 10,000 people were brought in and this I remember very clearly.

I am with a large state university where in a period of 10 years of our starting up we finally, starting with 22,000, reached 42,000. I brought a table with me here which indicates our 1959 enrollment of 42,000 students which we take as our base. We have built up very rapidly since 1959, but we don't calculate costs the way we seem to be calculating costs for the Job Corps and I am speaking as an outside observer of this.

This is over \$100 million worth of construction on my campus that appears in public print. That doesn't include other kinds of buildings that come out of some other sort of funds. I don't divide the number of students by that construction and come out with a total year figure.

Mrs. GREEN. You misunderstand. The figures I was talking about were entirely operating, not a cent for capital construction.

Dean PERLMUTTER. There isn't any capital construction, but there is rehabilitation and acquisition of facilities.

Mrs. GREEN. The figures I was talking about included not a dime in renovation of centers, not a dime in construction, not a dime in equipment. I am talking about operating expenses entirely.

Dean PERLMUTTER. Even with that, even with that, relative to what it costs to operate a private residential school this is a much more difficult task. It is a much more complicated task. I expect it to be expensive. The question is whether we can afford not to spend that kind of money.

Dr. GEORGE. I would like you to see some of the kinds of things we are trying to do to give cultural enrichment to some of these youngsters. Here, for instance, is a program of a gentleman who is the first violist in the Cleveland Symphony who did pen-and-ink drawings when he went with the orchestra to the Soviet Union on a good will tour and he has had these on exhibition all over the country. I was literally scared to death when he offered to bring his paintings and give us a 1-hour lecture on it because he speaks with a Hungarian accent and I can't understand him myself and thinking of him lecturing for an hour I just lost my mind but he came and we had these paintings hanging, 77 of them for a week.

We had a string quartet from the Cleveland Symphony. He spoke for an hour and the hall was packed and they enjoyed it, every minute of it, and I just think to get the spirit of it you could just look at one of those pictures.

Mrs. GREEN. I am not quarreling with individual efforts. We can take individuals.

Dr. GEORGE. This is not individual. That is not individuals. Those are not individuals. There are a lot of people there. There are not any individuals there. Will you come to Cleveland and just visit us in October?

Mrs. GREEN. I will come to the Cleveland Job Corps center and I do want to hear more about the Job Corps.

Chairman PERKINS. I have several questions to ask you, Doctor. I really feel that you and Dr. George have come before this committee today with my concept of the value of the Job Corps and I noted that you mention that the figures that have been quoted were unrealistic insofar as comparing the cost of general education with the Job Corps.

Dean PERLMUTTER. Not unrealistic. I meant that when you consider what is being purchased and what the task is and then try to relate

it to comparable tasks this is not a very expensive figure. If you are to send a youngster to a good residential school, and I remember this kind of debate a couple of years ago, or send them to a fine university, those figures are very high too when we analyze them. They don't come down to any low numbers.

I am not a financial man so that I have these things at my fingertips, but I know that as a parent it will cost me say about \$3,000 to keep a youngster in college. It costs the college much more than that \$3,000.

Chairman PERKINS. Assuming that when the Job Corps was first activated that the average cost was \$10,000 and today the average cost is down to \$5,900, do you feel that—

Dean PERLMUTTER. What was the first figure, sir?

Chairman PERKINS. \$10,000 and per enrollee today the average cost is down to \$5,900. Let's just assume for a moment that we authorized the Federal Government to construct some residential centers in the country, a certain number of them eight or 10 to start out with, maybe more, and turned them over to the State vocational agencies in the various States to operate.

Dean PERLMUTTER. On a residential basis.

Chairman PERKINS. On a residential basis, yes, and the Federal Government paying all the cost. Could you visualize the cost of those residential centers being any less than the cost of the present Job Corps?

Dean PERLMUTTER. I visualize it being much higher, a lot higher.

Chairman PERKINS. I would like you to tell us why.

Dean PERLMUTTER. This is a very uneconomical solution apart from the—

Chairman PERKINS. Go into this phase of it. That is what the Opportunity Crusade provides, to phase it out presently, to turn the Job Corps overnight to the Office of Education to operate and within 3 years phase it out in favor of residential centers.

How long would it take us to construct these residential centers and what is the cost? Give us your observation on that.

Dean PERLMUTTER. I am a very conservative person as an educator and I don't like to encourage the Federal Government to get into this kind of operation. I am kind of amazed at the whole concept. I can see the Federal Government providing some support as indeed it is doing in a variety of ways, but I don't want to encourage the Federal Government to go into this kind of an operation.

I think one of the saving things about the present operation is that we clearly see it as a transitory device. We have used rather crude facilities. Camp Kilmer is no elegant place, or take the converted hotels and so on. It has been done quickly without great emphasis on building and furthermore this kind of building operation would be a great tax on the building that we already need to do in higher education and can't keep up with.

Dr. GEORGE. Let me get back to the population. Who are you going to put in these places? You mean people from the States? If it is going to be run by the States you think they are going to let my people go to Alabama.

Chairman PERKINS. On your line of thought that I was going to try to develop it in an orderly manner and I will let you comment on

it, Dr. George, as we go along, but even though you are not an economist, you cannot visualize the cost being any less than it would be in the Job Corps centers?

Dean PERLMUTTER. No; I visualize that it is probably being in excess.

Chairman PERKINS. What do you base that statement on?

Dean PERLMUTTER. I base that on a very simple thing that you experience all the time when you are running a school that you can make certain economies if you stay within one existing framework that already is there. If you add on to what you have rather than start a brandnew campus and start a new operation, starting up costs are greater.

The studies are greater. In each one of these places you don't just build a building. You have to make a number of very expensive preliminary studies to determine who, where, and how this is going to be done and there is a lot of repetition of facilities if we add more buildings to where we are where the same heating plant can be expanded or can be added on to, rather than getting all the basic equipment in a new place.

I have a good example on my own university campus because we have an old campus. We took an old library now and rehabilitated it for a TV and instructional resources center. We did that at a fraction of the cost it would have cost us to put this up as a brandnew construction. This is plainly evident to anyone whether he is an expert or not, that if you work with existing facilities and brandnew ones, the brandnew ones are a factor of several times the existing ones.

Chairman PERKINS. I yield to the gentleman from Minnesota.

Mr. QUIE. Have you compared the cost of Job centers with residential vocational schools which give the same kind of training to the young people as the Job Corps does?

Dean PERLMUTTER. I have no preparation for this committee today and I came primarily to talk about the curriculum, program, and staff, but I have made comparisons of that kind in the past and I made them about 2 or 3 years ago when we were just starting up Job Corps.

Mr. QUIE. But the estimate for what the Job Corps would cost was way less than it turned out to be.

Dean PERLMUTTER. That may very well be.

Mr. QUIE. But the residential vocational schools run by vocational education cost less than the Job Corps.

Dean PERLMUTTER. Not with this kind of population. Their costs would go up, anybody trying to do this.

Mr. QUIE. We took a particular interest in Mahoning Valley, Ohio, because the Job Corps dropouts went there and fared better.

Chairman PERKINS. Let me say to the gentleman that Mahoning Valley is a trade school, but they do not deal strictly with the so-called disadvantaged youngster. The majority of the enrollees are high school graduates, or have had high school.

Mr. QUIE. Some of the Job Corps do too.

Dean PERLMUTTER. Very few.

Mr. QUIE. Very few had, but the chairman changed it to "Had some high school."

Dean PERLMUTTER. I would say to you, Congressman Quie, that if there were students like that in the Job Corps then that is not the

place for them. Those students could be handled in other schools. The Job Corps is designated as I see it for the very hard-core group.

Now, I can see some compromise with that because if you go to the extreme there that may be a very difficult way to learn and I can appreciate some director saying, "Well, don't give us the toughest. Let's start with some that are somewhere in the middle," but they certainly should not start with those that have been inside the high school.

Chairman PERKINS. Pursuing the point a little further, the schools that we have in operation at the present time, the vocational schools in the country, by and large, are not set up to deal with the bottom of the ladder, the last rung where we have the youngster that has never had high school, never had a job, and comes from a torn up home in a majority of cases.

Are the presently operated vocational schools equipped to serve that type of youngster?

Dean PERLMUTTER. Some way, but in the main they are not.

Chairman PERKINS. It is for that reason that you feel that it is necessary that we continue the operation of these Job Corps camps for many years and to feed back I believe you stated today the knowledge that we gain through vocational schools and other schools?

Dean PERLMUTTER. I would hope that in the long run we would drastically revise our whole conception of vocational education as a result of this experience.

Chairman PERKINS. I think you would agree with me that you have stated that we need both the residential schools for more residential centers and Job Corps centers and they more or less complement each other, that the information that we gain, the know-how that we gain from the operation of the Job Corps certainly will be beneficial to the residential centers?

Dean PERLMUTTER. Yes, I would even want to provide systemically for rotation of staff, both ways. It would be a very useful thing. I would want both kinds of schools to be very closely linked to the leading university in its area which maintains the faculties that could study what is going on and I would like to see some network of this on a national level.

Chairman PERKINS. You gave some illustrations today, not illustrations, but items from your own experience I will put it that way, that the Job Corps is creating hope and giving and imbuing these youngsters with the idea that they can earn a living and have the capacity to make money where the vocational schools by and large have never touched this real hard-core youngster.

Is that a fair statement?

Dean PERLMUTTER. Yes. You can't say that you know with complete finality 100 percent. Certainly some hard-core youngsters will be touched and I have seen enough in the slums of New York City, but then there are various factors involved. But by and large when you have a real hard-core youngster—mind you, we are talking about a youngster who may get in trouble with the police, who may get in trouble over narcotics, who may be violent, who may carry weapons, who may be very antisocial in his behavior—the reaction of the average teacher is couldn't we get him out of the school, get him out of my class, and when he comes to the principal what he wishes for is to get him out of his school.

This is a healthy normal reaction, I would agree, but it is a normal reaction.

Chairman PERKINS. I have listened carefully to your statement and to my way of thinking you are qualified as an expert in the field of industrial arts.

Just why are the ordinary vocational schools failing in any efforts that are being made to reach this type of youngster or why have they not touched this type of youngster to any great degree?

Dean PERLMUTTER. Well, that is kind of a long question, a question that requires—

Chairman PERKINS. Oh, yes.

Dean PERLMUTTER (continuing). A long answer and for one thing the training that most people get in vocational education, the teachers, is training of a technical kind in their vocation, in their subject matter, a good electronics man, a good sheet metal man, metallurgy and so on. He knows his field. He is not necessarily well trained and even basically trained in the dynamics of behavior in general let alone this group.

Whereas you might, say, from a social studies feature expect from him the social discipline to try to begin to understand this group, you will not get that from a vocational arts, industrial arts teacher. Occasionally you do, but this isn't the pattern.

The pattern there is of a man who is very strictly, usually middle class oriented, wants a clean neat shop, a well disciplined class, and this is very difficult to achieve with this group and it requires a great deal of insight and understanding and tact and ingenuity to hold this group with devices other than compulsion.

I am very wary about using compulsion here and punishment. I would much rather use rewards. I would much rather give 20 cents for perfect attendance than to take 20 cents away, but there are many subtle things that have to be worked out here to really understand how to deal with these people.

One of the big problems we have in training staff, and I stress that and I don't know whether I have gotten it across to the committee or not is the inner hostility that most of us have, teachers included, toward this group, which we are constantly repressing. This comes out when we take them and put them into sensitivity training.

Most of them say they are nice; we are for them. But when you see a group of these youngsters you represent a threat to them and they represent a threat to the teacher and to overcome this situation requires some very comprehensive training, not just understanding, but it is not just an intellectual training.

The teacher is a symbol, and so is the schoolroom, of everything this youngster has dropped out of, and the vocational school as conventionally set up in his neighborhood is that kind of a place. It is square. It is them. And if you introduce the Negro question there are a whole host of other terms that we know that the boys or the youngsters will use.

So when you are, say, reaching this kind of group, why, this is a horrendous problem for an ordinary school district. You have to have a real expertise in this. We do not have universities now imparting this kind of expertise to teachers in Job Corps or vocational schools.

Chairman PERKINS. That is just not presently in the universities of this country.

Dean PERLMUTTER. That is correct; it is not present.

Chairman PERKINS. And it points up one thing, that that is one of the great problems of vocational educators now, to reach this type of youngster since you don't have the universities to train the teachers in these areas.

Dean PERLMUTTER. But we do have individual men and women who are doing research, who are doing studies, and there are enough of them in the country that if we could begin to harness them and put them together as a team we could perform some miracles in social education comparable to what we have done in aerospace.

Chairman PERKINS. From your knowledge of the operation of the Job Corps do you feel that they have commenced to harness the know-how and to do something about this problem and are taking advantage of it to some degree, presently?

Dean PERLMUTTER. Not very much, not very much. I have been an open critic. I asked very recently how much of their funds are being spent in this direction as a percentage and I think the answer I got was between 1 and 2 percent. There is no centralized uniform staff training for all of the urban centers, for example. There should be.

Each center trains its own and this is an absurd situation because, for one thing, the insights required here are of such a specialized nature and in many cases not at all developed that you can't expect—what is it? Thirteen or fifteen centers to reinvent and rediscover it each time. There is a very unique informative system among the centers. I was one of the first people when I was a consultant to invite all the center directors to a meeting. This was in August of 1966, a year ago last summer.

Yes, a year ago last summer. They came to that meeting in Washington. It took me a year to get this organized, that is, to get the consent for it, and the center directors said, "We are delighted. It is the first time we have met one another."

Chairman PERKINS. Do you see where this valuable know-how and information will be obtained from the research arms of these various corporations that are involved with training at the present time when they coordinate, and do you see where they can do this in the future?

Dean PERLMUTTER. Yes.

Chairman PERKINS. And provide the know-how that is necessary and pass it on to other centers?

Dean PERLMUTTER. I would like to see someone at about the level of an associate director in the Job Corps whose responsibilities would be precisely this, who would be responsible for interrelating all of the staff training of all of the centers, urban as well as rural, who would be responsible for all the program development which would come out of that one directly.

Chairman PERKINS. I think that is very true.

Dean PERLMUTTER. And all of the research and if I had to give proportions I would put the largest amount, say, something like 75 percent to be divided between staff training and program development—let me come to program development in a moment—and another 25 percent to pure research. You take something like the organization of reading program for nurses, such as Dr. George was describing. It would be magnificent in working that out that you had some psychologists, some graphic artists of top quality determining how that can be put together.

There may be some technology involved in this. Perhaps the reading should be done through some sort of mechanical typewriter system. Perhaps it should be done through one of a great many technical methods that are now available to us which may not occur to the teacher of nursing or to the teacher of reading who is required to have this kind of expertise, but if we were to do this at a national level out of a director's office in Washington who could have the resources and bring in the best people—and I don't mean to have them there just as window dressing to serve on an honorary advisory board, but to be really put to work—let's detach, say, an outstanding expert from Harvard or Kansas or California and put him to work at a good salary in the Job Corps for 1 or 2 years just in his specialty, then just relate him to a larger group.

I don't mean to unfold the plan here for you. I would want to work with the people to deal with these details, but it could be done.

Chairman PERKINS. Undertaking to visualize a residential center comprised of folks residents only going to school in the daytime, and others that have stayed in the center 7 days a week where, of course, you would have to be involved with two sets of regulations, how do you visualize that that type of center would work out for a real hard-core youngster that has never had a job and has been a problem child?

Dean PERLMUTTER. You mean he would be a commuter?

Chairman PERKINS. No, he would be in the residential center. There would be others that would not but would be commuter, but not the hard core. I mean another vocational school student, say.

Do you mix them?

Dean PERLMUTTER. I wouldn't categorically reject that or accept that. I think there would be a lot of educational factors here that would have to be examined carefully. This is not very different in kind from the sort of problem you face. I am facing it right now with our middle son—this isn't a residential problem—of receiving him into a school which is in a slum area of Albany and has a very mixed and rough and tough population, especially relative to this tender youngster, and I am weighing what are the advantages in going there, what are the disadvantages. The instruction isn't so good but he is learning an awful lot by contact with these students and he has changed quite a bit. He has learned a great many things.

I can see clear advantages for the residential students because I never disagreed with a number of proposals where these students ideally ought to be mixed with a larger population group. It is just that it is not practical to do this.

If we could bring a more normal mix this might not be a bad idea, but I would want to look very closely at how this is being done. In some colleges, for example, you have a complete separation between the so-called day hops and those who are residential students and this isn't working out well in those schools.

In other places there is an intelligent way of bringing them together for the benefit of both groups. A lot would depend on how that is administered.

Chairman PERKINS. Now the so-called opportunity crusade I think as I outlined it to you a few moments ago provides for the transfer of the operation immediately to the Office of Education of the Job Corps' existing job corps through the various vocational educational school systems of the States.

That would be the way it would operate with the present vocational school system as set up and phasing out within 3 years of the Job Corps and in the meantime so many residential centers would be constructed. Assuming that we followed that course as provided for in the opportunity crusade where would it take us considering the progress that we are making presently with the Job Corps?

Dean PERLMUTTER. Well, I would say that first of all it would be premature both from the point of view of the Department of Health, Education, and Welfare as well as from the Job Corps.

Chairman PERKINS. Go ahead and tell us why.

Dean PERLMUTTER. On the side of HEW, and this is an opinion—I have no right to speak for the Secretary who can make his own judgments about what he is ready for or not ready for—but as I see HEW at close hand, and I am in there at least once or twice a month. It would seem to me that they have more than they can handle right now. They have a great deal on their hands and handling Job Corps to them would be giving them perhaps a task which is equal in complexity and difficulty to any single operation they have.

This would be one reason.

The second reason which I developed earlier this afternoon is I would not want to encourage this kind of operational tendency in the national agency. The virtue I see in OEO is that at some reasonable date we can terminate it and then see where it goes back into the local communities and the local schools.

I don't want to build up the habit in HEW much as I love some of those people, of saying, "Well, you are running schools or supervising or we have some guys that you are not," but in reality they would be.

From the point of view of the Job Corps itself you have a spirit of enthusiasm here as you have in any new organization that is just activated. You have a lot of people who are willing to devote time and energy to it who would look at a job in HEW as just another job. There is much more flexibility in this agency.

If I may trust what I hear the economics of the agency as an agency vis-a-vis the Federal Government is not bad. I don't know those facts, but I have heard them. So I don't know that there is an economic argument for doing that. I must say that one ought to, you know, canvass the people, at least the professional people who are actually involved in this work.

How do they feel about it? And I don't think by and large from just an informal sampling of them that in the centers that they would like this kind of transfer. Have you gotten indications from center directors or center staffs? Let me ask an open ended question which may embarrass me.

Are you getting representations from people like Dr. George or her staff that would rather be—

Chairman PERKINS. Not the first one.

Dean Perlmutter (continuing) That they would like to be in HEW? I don't know what this great attraction is to be in HEW, why that would alter the problem very much. You still face many of the same problems with more bureaucratic obstacles. The problems wouldn't go away. It seems to have a kind of administrative sanitation to have a bunch of departments and it says education and you put it in education. There are a great many agencies in the country today which are

involved in education which do not have the term "education" anywhere near the title.

I submit within the Government, the Department of Defense is running one of the largest school districts in the country in its dependent school system. It doesn't have to go into HEW.

Chairman PERKINS. You think it makes much more sense if we authorized the construction of a limited number of residential vocational schools in this country on an experimental and pilot basis, we may say, to work in cooperation with the Job Corps and over a period of years as we could build more vocational schools and the time would come perhaps when the Job Corps would work itself out of existence with this know-how and exchange of personnel and so forth. Is that your view?

Dean PERLMUTTER. Yes, it is. Furthermore, I would like to see the concept—I don't like to use the term "vocational." I would like to see technical training.

Chairman PERKINS. All right.

Dean PERLMUTTER. Technical training available easily and readily within the total context of education. We put a stigma on technical education. We make absurd dichotomies here between academic and hand taught. That is just as academic as anything else. If it is taught it is academic and if you have to teach a hand how to use some complicated tools that is academic and this should not be separated.

I suppose I am arguing for the concept of the old comprehensive school, but we must bear in mind that this comprehensive technical education very likely is going to take place beyond the high school level and it is taking place.

I was surprised that this reporter wasn't at many of the 2-year technical institutes. We have had about a half dozen to a dozen in the State system in work which are technical institutes. I have been to some in Illinois. I have seen magnificent operations of technical institutes in the State of Indiana, beyond the high school level, because technical training in our time is very different from what most people understand by an internalized notion of manual arts.

You go down there and get a block plane and a piece of wood and a nice man in a white coat says square that piece of wood. No go into this same shop and there is a computer run drill press and you can't go near that drill press unless you have gotten some fairly sophisticated instruction and you have to be prepared for that.

Chairman PERKINS. A couple of final questions. Does it make any sense to you to talk about a transfer when the technical facilities are completely lacking in this country and when the technical know-how to operate the centers is lacking?

Dean PERLMUTTER. No; I think it makes no sense to talk about this kind of transfer quite frankly.

Chairman PERKINS. To me we might as well be here talking about the folly of misspent youth—as to discuss throwing away the Job Corps where we don't have anything in existence in this country to replace it.

Is that statement correct?

Dean PERLMUTTER. It is, sir. Furthermore, I don't understand why proposals of this kind are made after a trial of 2 years—and what—6 months, 2½ years. It is really not fair by American standards.

Chairman PERKINS. Not fair by American standards. I agree with you.

Dr. GEORGE. I would like to go on record as a Republican in favor of what you are talking about.

Dean PERLMUTTER. And, Mr. Chairman, you shouldn't make any presumptions about my political affiliation either.

Dr. GEORGE. I think it is girls we are talking about, not bodies.

Mr. DELLENBACK. You must not take up your purse yet, Dr. George. All this really means is that you are down to the newest member of the committee, rather than that you are done.

Dr. Perlmutter, may I ask you a couple of questions? I read your testimony, both verbal and written, as saying that you are not defending the Job Corps across the board in toto as is. Am I correct in this?

Dean PERLMUTTER. I am making a distinction which I always have to label when I am teaching a class, between a good idea and its implementation and practice. I am not really saying very much. I have touched upon it from time to time, I admit this, but I am not really talking about its implementation and practice because I realize it needs vast improvement.

I am a very innovative educator and if I were to run one of these centers I would probably turn it inside out, but I am talking about defense of a concept.

Mr. DELLENBACK. And it is that very fact that you are not talking about OEO as it has functioned, you are not talking about the Job Corps as it has functioned, you are talking in favor of the concept as you defined it through the course of your testimony, which you find desirable?

Dean PERLMUTTER. You know, to make a distinction in the mind intellectual is one thing, but then when you look at the realities you are going to look at the realities in terms of distinction. I can't say that I am divorced from OEO. I wouldn't be here talking about it if OEO didn't exist. I can't help alluding to some of the experiences I have had.

Mr. DELLENBACK. I am looking at the concept you have indicated so far as the Job Corps is concerned, and while your written testimony talks of the goal of renewal of human hope and the short run hope to take care of as many people as possible you subordinate both of these to the primary goal or primary concept of the Job Corps as a laboratory, as I read you.

Dean PERLMUTTER. Yes; because I came here to speak as an educator. It is as if I were a professor of medicine or a GP. I am coming here as a professor of medicine.

Mr. DELLENBACK. So you are here primarily to talk in terms of the Job Corps as a laboratory from which we can learn and hopefully go forth and apply.

Dean PERLMUTTER. Right.

Mr. DELLENBACK. Are you talking in terms in that concept of the laboratory that the Job Corps has been or are you talking in terms of the laboratory that the Job Corps could be?

Dean PERLMUTTER. Might become, that I would hope it would become.

Mr. DELLENBACK. And really it is the laboratory that you hope it might become that you speak in favor of.

Dean PERLMUTTER. Right.

Mr. DELLENBACK. Do you feel that it has served as this great laboratory today?

Dean PERLMUTTER. Not yet, no; no, perhaps in a limited sense. I am sure we find some very useful data there. Essentially I think the main emphasis because of the too early start up of 2 years, the humanitarian aspect has been overwhelming.

Mr. DELLENBACK. Right, but pinning down what you really are speaking here in favor of it today, it is this concept of the Job Corps as a laboratory from which we can perhaps gain great benefit?

Dean PERLMUTTER. Right.

Mr. DELLENBACK. And you are talking not in terms of what it has done today or is doing at present.

Dean PERLMUTTER. As a laboratory; no.

Mr. DELLENBACK. But you are talking in terms of what it might become if it is implemented through this matter of education and really going forth from here.

Dean PERLMUTTER. Exactly.

Mr. DELLENBACK. In this concept as a laboratory do you really feel that it is desirable to, as an educator, concentrate this really immense amount of money in one type of laboratory, or as an educator would you rather see this amount of money utilized in a series of different kinds of laboratories from which you can distill as much possible information as is ultimately available and then make an ultimately sound decision?

Dean PERLMUTTER. I think you ask a very good question. One of the things that I would say in reply to you is that we already have other ways and we are studying various aspects of this problem, have been prior to the Job Corps. It isn't as if we have just waited for the Job Corps to come along, and other things are possible, but if I had this amount of money I would put at the top of my priority list setting up of the Job Corps and I don't think we have a large enough laboratory—

Mr. DELLENBACK. If you had \$295 million, which is what they ask for in the 1968 budget, would you take the whole \$295 million and put it in 123 Job Corps centers, or would you use the bulk or a portion of it for Job Corps, and use the bulk of it or a portion of it for some other types of laboratories to yield you the information that you would like?

Dean PERLMUTTER. You have a wonderful variety in that 123 right now. That is not a very large laboratory. We are talking about a school system now of 40,000 persons. As far as school systems go that is not very large.

Furthermore, we are getting a kind of diversity across the country here which is very essential to what we are doing. One of the things I know as a social scientist, here is a point raised by Dr. George that when we talk about poverty there is an enormous difference amongst them and we don't really know how these different groups are motivated, how their patterns of response, and again in this laboratory situation I would want to come as close to the reality, which is why I feel that we need something larger than, you know, you could say, "Why don't you just take three or four centers and experiment with that."

Here I would say we need something like a total system.

Mr. DELLENBACK. Have you had a chance to study H.R. 10682 in any detail?

Dean PERLMUTTER. I don't think I have studied it first hand. I have asked some of the congressional assistants to tell me a little bit.

Mr. DELLENBACK. You have gotten to a degree the very competent chairman's thumbnail sketch of what it imparts, but I would suggest perhaps that you read beyond and take a look at it yourself.

Dean PERLMUTTER. I gathered that.

Mr. DELLENBACK. But there is in this bill the concept of the residential skill center which as an educator you might find a different type.

Chairman PERKINS. If the gentleman will yield for clarification, it provides for the immediate transfer of the Job Corps, giving the management to the Office of Education, or have I misread the bill.

Mr. DELLENBACK. No, I am sure, Mr. Chairman, that you have read the bill carefully and—

Chairman PERKINS. And the bill further provides that the Job Corps would be phased out within a period of 3 years and the funds cut back and the residential centers would be constructed and operated by the same way that the vocational educational facilities are presently operated.

Mr. QUIE. Will the gentleman yield?

Mr. DELLENBACK. Glad to yield.

Mr. QUIE. When the chairman talks about funds coming back he is embellishing on the program. He is adding more than is read into the bill. There is nothing of funds being cut back. The Job Corps centers would operate for 2 years and then the vocational education agency would decide which ones they want to retain and which ones they would drop.

Dean PERLMUTTER. Which agency would do this?

Mr. QUIE. The vocational education.

Dean PERLMUTTER. Of where?

Mr. QUIE. Of the Office of Education.

Dean PERLMUTTER. In Washington, the national.

Mr. QUIE. Yes, sir.

Dean PERLMUTTER. Not of the State agencies.

Mr. QUIE. Oh, it would operate the way the vocational education agency operates now.

Chairman PERKINS. I don't think I misstated the reading of the bill.

Mr. DELLENBACK. In any event, I suspect so far as the committee is concerned nobody is going to be persuaded back and forth in our battle, but from your standpoint—

Dean PERLMUTTER. I would like to be persuaded to give you the opportunity to persuade me and let me persuade you.

Mr. DELLENBACK. I really don't think that my task is to persuade you, nor is it frankly to lead you to any preconceived conclusion. I am really trying to find out what you have to say to us as an expert today.

Dean PERLMUTTER. And this is all I want to do.

Mr. DELLENBACK. You have in part said this to me in what you have said. You have talked in terms of what you really consider the

Job Corps to be. You talked in terms of what you dream it can accomplish. This has been very helpful in explaining exactly what you do here today speak in favor of.

The one part of it that I am really not clear on or if I am understanding you correctly, I am not sure why I read you this way, because as an educational innovator interested in culling from experience what the laboratories will yield in the way of experience, I am not sure why you would really feel that you should put your whole basket of \$295 million in one particular type of egg container, to mix my metaphors thoroughly. Do you understand what I mean; that is, if you have \$295 million to use for this type of laboratory result-yielding, then would you not as an educational innovator rather see it used in a series of different types of programs, or would you put it all in one program which hasn't yet proven itself?

Dean PERLMUTTER. Let me tell you something about educational innovation, if I may, because this is where my life is spent. You need a receptive soil, the right environment, for educational innovation. It doesn't come about just because you grant money for, say, innovation. Very often you may wait decades until the right time arrives when you can do something.

In the history of a university it may just ride and ride and ride and nothing happens and then the same talent all of a sudden can manage to innovate.

We happen to have at this time through the strangest series of historical circumstances perhaps involving certain personalities—perhaps they ought to be mentioned—

Mr. DELLENBACK. Well, go ahead.

Dean PERLMUTTER. But we have a confluence here of a group of people who are innovative. They are there. They have started. You know, you don't build half a building and say, "Well, we could have done it better. Let's move it down the street." We have the beginnings of a very fine structure here.

I started with the metaphor of the excavation. That is where we are. We got a little concrete for it. Then you come along with another bill and say, "Well, let's not spend all the money over here. Let's start several more in other places."

Mr. DELLENBACK. I think, Dr. Perlmutter, you misinterpret what we would be, in effect, suggesting. What is in effect suggested here, is not a single building into which we are talking about putting \$295 million.

Dean PERLMUTTER. I understand. This is a collective term.

Mr. DELLENBACK. If I may carry your example one step further, it would be as if one were seeking to design a type of structure which would really serve the future and with a given amount of money and a limited amount of money we decided that we would start construction not of one building, but of 123 buildings, and in reaching for what is the perfect design, we insist on marching ahead with 123 separate but similar structures. The price we pay in part is we don't find ourselves anywhere so expert with other types of structures, knowing that we are never going to have enough money to build all the structures we would like, and we must design the structure which will really be as close to the perfect structure as we can get.

As I read your testimony, what you are saying relative to laboratories, relative to prospects for the future, the part that perhaps we disagree on and maybe we don't really—were time available to push it further, some of us are deeply concerned about committing the whole available amount of money to one type of structure when we don't yet know that that type of structure will yield the optimum result as measured by other possibilities.

Let me, if I may, question Dr. George because time is going to be chopped off here shortly.

Dr. George, may I ask you just a couple of questions.

I was interested in one line of questioning that you were following with my colleague from Oregon, Mrs. Green. Do you know what the unemployment rate in Cleveland is at the present time among young ladies, among women?

Dr. GEORGE. I couldn't tell you that I know firmly, but it was somewhere around 9 percent.

Mr. DELLENBACK. Do you know how many unemployed there are in Cleveland among this age group and even that you deal with in your center?

Dr. GEORGE. No, because I do not have any Cleveland girls in my center.

Mr. DELLENBACK. Let's shift then to the national picture. Do you know how many potential persons there are who would fit within the general criteria of Job Corps centers were there enough centers available compared to how many such persons there are in such centers at the present time?

Dr. GEORGE. I know it is a very small figure compared to the potential. I don't know the figure.

Mr. DELLENBACK. You raised the question with Mrs. Green why we should be trying various alternatives instead of pushing ahead just as hard as we can on the one alternative of the Job Corps center which has been devised and into which money has been poured so far, and let me take you just through one mathematical computation on this.

Dr. GEORGE. I didn't communicate very well, evidently because I didn't really mean to say that. What I meant to say was why make plans to get rid of us when we haven't had a chance yet to do that because I got the impression from reading what I have had in my hands and talking to people that the plan was to really slowly strangle us to death in a couple of years. Isn't that sort of what you are doing?

Mr. DELLENBACK. The goal for which we are reaching is the best way to take care of the maximum number of young people who are in such real need of help with the limited number of dollars that are available.

Now, you realize that the request of the administration is for \$295 million to take care of approximately—

Chairman PERKINS. You propose to cut it next year to \$190 million.

Mr. DELLENBACK. This is your request, Mr. Chairman.

Chairman PERKINS. No; I think this is what the bill provides, isn't it, next year?

Mr. DELLENBACK. I believe you will find that the bill asks for \$295 million.

Chairman PERKINS. This year. That is this fiscal year, this next fiscal year.

Mr. DELLENBACK. If we talk in terms of what we are talking about in the way of money, approximately 40,000 young people would be cared for with this number of dollars, and we take 800,000 young people as one of the given figures as to how many young people should be in this sort of a program, and if we multiply it by the number of dollars that we are spending per young person, we are talking for just this program alone of something in the area of \$6 billion a year.

This is a figure, Dr. George, which just isn't going to be available to us in the foreseeable future.

Dr. GEORGE. It never once occurred to me you would even think about it.

Mr. DELLENBACK. Therefore, it becomes extremely important that we search as carefully as we possibly can search for methods of making the dollars which are available reach just as far as they possibly can reach.

Dr. GEORGE. I would agree.

Mr. DELLENBACK. And it is with this in mind that we, in part, are reluctant to see programs which have not proven themselves certainly be the goal and the repository of all the funds that are available for experimentation in a given field.

Dr. GEORGE. My only quarrel with that is that I feel that you are not fair when you say that it hasn't proven, because you haven't given us time. You say to give to programs that have not been successful. Now, I don't think that is fair because we can keep a girl for 2 years by law and some of the vocations, as cosmetology and some others—and I think I mentioned cosmetology a while ago—take almost 2 years.

You haven't had any graduates long enough yet for us to really know. You don't know whether we have failed or not because we don't know whether we have failed or not.

Mr. DELLENBACK. We are deeply concerned about some of the statistics that have been yielded by the Harris polls. Now, polls certainly aren't the end-all, but we found when Sargent Shriver was testifying before us, Dr. George, that he had thought enough of these polls to have some four different polls taken and these polls yield a very appalling statistic that of the young people who have enrolled in Job Corps centers by and large across the country about a third have dropped out within the first 3 months, about a second third have dropped out within the second 3 months, and we thus even start with a statistic which is of concern to us when we are talking about making those dollars go as far as they must go if we are going to be able to achieve anything like the results we would like to achieve.

Dr. GEORGE. I am familiar with those figures, and I think it is appalling, but I don't think it is fair, and I quarrel with you about this because I don't think it is fair to put the Women's Job Corps urban center figures in with figures of conservation camps and other places where the population is different, the program is different, the objective is different, the whole thing is different.

You are comparing not apples and oranges, but pineapples and potatoes, or something like that. It isn't even in the same category of foods, and I don't think it is fair to talk about what we are trying

to do in the Women's Job Corps centers in terms of what is happening to 100 and some odd other centers.

Chairman PERKINS. Will the gentleman yield to me at this point?

Mr. DELLENBACK. Yes, Mr. Chairman.

Chairman PERKINS. I think it is fair to say after the Job Corps was first inaugurated mistakes were made. Even before you took over in Cleveland, I think we can admit that mistakes were made, but the operation today is much better and we are profiting from those mistakes. I think that is the material point here.

Mr. DELLENBACK. We are delighted to see that the mistakes are being eliminated. We are concerned over the fact, Mr. Chairman, and Dr. George, and Dr. Perlmutter, that as you are, they haven't all yet been eliminated and our concern is over the number, over the statistics that indicate how grievous have been some of the mistakes today as we search to go forward and use the funds which you and people like you entrust to us as we seek to make them go as far as possible.

Dean PERLMUTTER. You should bear in mind if you were to appoint the chief executive officer of a school or a college or a university, and tell him that you are going to monitor his mistakes in the first 2 years the way the public and the press have been talking about the Job Corps, you would never fill those positions.

I am amazed that we get the people working in them the way we do. I will tell you something. I would think several times, if you doubled my salary, to go into that job because I think it is a very impractical sort of school system with 40,000 youngsters, to run it 2 years. It is like getting married and saying, "Let's get up every morning and consider whether this marriage is going to work. Let's divorce."

We have the thing going for 2 years, and it is very bad management practice not to provide incentives to your personnel, to give them clearcut goals. The goals have not been fairly stated. You cannot really achieve the sorts of things that were stated in the first year. We realize that it is more a question of human renewal. We will take a much longer time.

No one has made a study of what the effect was on a youngster who was in 3 months and, as some of you put it, dropped out. Did he benefit from these 3 months? Was it worth \$18,000 or whatever that cost in the bookkeeping that you have set up? Maybe it was worth it. We don't know. We haven't made those studies yet. We haven't had time to make a fraction of the studies that need to be made.

All I know is that education is a slow moving process. It took us 10 years, 1948-58, to just make up our minds in the State University. We ran through three presidents before we did it. Then we appointed a fourth one who is building on the benefits of the three predecessors, and now after about 18 years we begin to sit back and say, "Well, we are making pretty good progress."

Here we say "Zero," no students. We are sitting in an abandoned brothel over there in some hotel or office, in little suites that were falling apart. Let's set up centers all over the country. We have those things set up.

I remember when Camp Catocin was opened as the first one in January 1965, great excitement. They found a boy in there with a

mouthful of bad teeth who couldn't eat because he needed about 14 extractions. You can't help it if some of us get a little attached to this project and want to see it given a fair chance, and 2 years is an absurd time. You ought to give it 10 years easily—\$295 million is not a big number for what you are doing.

Mr. DELLENBACK. Some of us are concerned that the problem is so immediate that we cannot experiment for 10 years, Dr. Perlmutter, that the problem is indeed so urgent and that we must without waiting for 10 years find out whether one road is the road onto which we should pour all our resources. We should soundly search now to determine whether there are alternative roads from which at the end of 10 years we may be in sounder position to choose.

Chairman PERKINS. Will the gentleman yield?

Mr. DELLENBACK. Mr. Chairman, I will be glad to yield.

Chairman PERKINS. I think I should point out here, and I did not get my point across a few moments ago when you yielded previously, the administration bill provides for an expenditure of \$295 million for the authorization of the Job Corps during its next fiscal year and the Opportunity Crusade only provides for \$190 million—a cutback of \$105 million in this next fiscal year. I think that should be made clear.

Mr. DELLENBACK. But it illustrates the point, Mr. Chairman, which is part of what we are talking about because as you both realize if we visualize this whole approach as part of the war on poverty you are as aware as we of the fact that the program under H.R. 10682 involves a total expenditure which is greater than the total expenditure involved in H.R. 8311, but it illustrates the point that there should be a series of areas in which funds are poured instead of a concentration this heavily in one area.

Let me close with this because I recognize that you all have come a long distance and have been very helpful to us. The more I see of life, the more convinced I become that the difference between run-of-the-mill results and extraordinary results is really directly related to the involvement of extraordinary people and I think that on the basis of what you have demonstrated in your testimony before us you are deeply concerned. You have an extraordinarily deep concern over it and I just personally wish that there were many, many more people who were as concerned as you, who were as extraordinarily concerned and as willing to pour their lives into this as both of you obviously are. Were this the case I think that the results would be better even than they are today.

Dean PERLMUTTER. And I thank you for these very kind remarks if I may, on behalf of both of us, but your job as a Congressman is to provide the conditions which will bring forth more people like this, and what we are saying is that this present organizational arrangement seems to be doing it and it is a "bird in the hand" and we are a little worried about this "pie in the sky."

Mr. DELLENBACK. You are worried about it and you are willing to settle for what you by your own testimony, Dr. Perlmutter, have indicated, is a "bird which flies with crippled flight." You feel that hopefully it may one day fly strong and soar.

Dr. GEORGE. Not crippled, just weakened.

Dean PERLMUTTER. I have a 1959 Chrysler, but it gets me where I am going and you are promising me some Cadillac someday.

Mr. DELLENBACK. Thank you, Mr. Chairman.

Chairman PERKINS. Mr. Hawkins.

Mr. HAWKINS. No, I have no questions. I want to commend the witnesses. I think they have been excellent and I think they have certainly brought out things which would be well to consider in this proposal. I hope they would not go away with the idea that sweet talk of our Republican colleague means that they are going to actually give someone anything. I think they should take the opportunity to read this bill because the more they read this bill the more they will understand that this sweet talk of our Republican friends just isn't what it sounds like at all.

I certainly hope that we will be able to retain such individuals as Dr. George, and certainly to have the continuing interest of our very good friend, Dr. Perlmutter. We certainly have been delighted and I am glad we stuck around so long today.

Chairman PERKINS. In general, Dr. George and Dr. Perlmutter, you are acquainted with the operation of the Job Corps, and just assume that the Job Corps was cut back \$105 million as proposed in the Opportunity Crusade for the next fiscal year. What in your judgment would be the repercussions?

Dean PERLMUTTER. You mean to comment?

Chairman PERKINS. Yes.

Dean PERLMUTTER. On the reduction of \$105 million in the present operation?

Chairman PERKINS. Yes, sir.

Dean PERLMUTTER. I think we would have to close a great many centers. That is clearly evident. More important than closing centers, I think we would lose some of our best people who would feel that the program does not have the confidence of the Federal Government. These are people who are making clear decisions. I think we would be saddled with a large group of lame ducks. I think this would be a terribly discouraging thing with respect to the young people who look to these Job Corps.

Chairman PERKINS. Psychologically?

Dean PERLMUTTER. Psychologically this would be a crippling blow. I think it would be a most unkind and uncharitable thing to do and a most imprudent thing from an educational point of view because I think at one point the educational community might rise up on this.

Chairman PERKINS. You feel by and large that the educational community throughout the country is in favor of the Job Corps approach?

Dean PERLMUTTER. I must be honest with you, Mr. Perkins. I think at least the higher educational community with which I am most familiar has very little knowledge of the Job Corps. What it does know is what it gleaned from some pretty bad journalistic accounts and you read of some police incident down in Texas and that makes the headlines. They know very little, my own faculty, and I have many times told them of my involvement and they come back many times over and say, the "Job Corps? What is that?" These are very sophisticated people. The Job Corps has not made the impact on the public that the Headstart and the Peace Corps have.

Dr. GEORGE. You will know why? Because little children in Headstart don't get drunk and they don't ever now and then have an ille-

gitimate child, and it is easier to appropriate funds for it because nobody is going to accuse you of subsidizing immorality. That is why.

Dean PERLMUTTER. But there are other reasons as well.

Mr. HAWKINS. Mr. Chairman, at this point in the record may I have some material concerning the Job Corps graduates from the Job Corps Center for Women, Los Angeles, inserted into the record. It is very very brief, three pages, giving the record of that Job Corps center. I do that because this is the type of a project that is going to be jeopardized if H.R. 106862 goes through with its reduction in the appropriation and also it is notice of the discontinuance of these centers. I just want this center to be placed in the record as one that will be jeopardized.

Chairman PERKINS. Without objection, it is so ordered.

(The material referred to follows:)

OFFICE OF ECONOMIC OPPORTUNITY,
Washington, D.C., July 21, 1967.

HON. AUGUSTUS F. HAWKINS,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN HAWKINS: Some articles from recent issues of the *Corpsman* newspaper concerning Jobs Corps graduates from the Los Angeles Job Corps Center for Women have just been brought to my attention. I thought they might be of interest to you, and I have enclosed some copies.

The first article is a success story about a graduate, Marilyn Desa, who has just completed her training for Trans World Airlines and is now working as a reservation travel agent for them.

The second article is a success story about another Corpswoman, Marcia Boone, who is the first Corpswoman to graduate from the A.M.I. Trade School in Los Angeles as a qualified radio and television repairwoman. She writes that she is very pleased that she joined the Job Corps and is now working with a skill she thoroughly enjoys.

The third article is about Corpswoman Lanetta Madden, who is the Nation's first Job Corps-trained dress designer and about the Los Angeles Center itself. This Center has just graduated its second "class" and announced receipt of funds to continue operation for another two years.

This Center has a fine record. It averages 75% verified job placement for its graduates, and in its two years in operation, its training program has graduated 312 young women who were school dropouts or unable to find employment.

These are just a few of the many success stories concerning Job Corps and its graduates, but we are very proud of each successful center and individual.

If I can be of any further service to you, please let me know.

Sincerely,

GEORGE D. MCCARTHY,
Assistant Director for Congressional Relations.

[From the Corpsman, July 1, 1967]

LOS ANGELES GRAD IS PLACED WITH TRANS WORLD AIRLINES

There's a new reservation travel agent working for Trans World Airlines, and her name is Marilyn Desa. Marilyn has just completed training and is now a full time employee making nearly \$100 a week.

It was a long road, full of twists and turns, that led Marilyn to where she is today. She originally wanted to be a registered nurse but found death and suffering far too depressing. She was working as a waitress on the Hawaiian Island of Oahu, getting nowhere fast, when she heard about the Job Corps and decided to join.

Marilyn trained at Los Angeles (California). Staff members recognized her talent for getting along with people and began looking for some kind of on-the-job training that would make use of it. They finally succeeded in placing her with TWA as a trainee for their reservation travel agent program.

Marilyn's work is not easy. She has had to master very complicated time tables and procedures. She also must deal with busy, impatient travelers. But the pay and working conditions are excellent, and one day she'll discover the special

bonus that makes airline work so satisfying—free travel. Then it will be back to Hawaii on that first vacation, compliments of TWA for work well done.

TV REPAIRWOMAN: "I AM WORKING WITH A SKILL I REALLY ENJOY"

First it was the vote, then it was driving cabs, and now there are even women T.V. repairers. Marcia Boone, 22, is the first Corpswoman to graduate from the A.M.I. Trade School in Los Angeles as a qualified radio and T.V. repairman (or should we say repairwoman).

Marcia did quite well in spite of the fact that she was the only girl in the class. She specialized in color and black and white T.V., radio and audio equipment. Her instructor, Dave Jacobson, said, "Marcia had above average grades, good attendance and an outstanding attitude."

Marcia explains her choice of vocation in this way: "... I have always wanted to work in electronics. When I was a kid I used to tear radios apart and put them back together again just for fun." She plans to work in the Los Angeles area for a few months and then return to her home in Newark, New Jersey, to follow her new career. Her several other interests include progressive jazz, the violin, basketball and even Beatnik poetry.

Marcia joined the Job Corps at the urging of her mother and now she is "awfully glad I followed her advice. I have no idea what would have happened if I hadn't, but I know now I am working with a skill I really enjoy."

[From the Los Angeles (Calif.) Times, June 28, 1967]

WOMEN'S JOB CORPS MARKS 2ND BIRTHDAY, GRADUATES 53

The Los Angeles Job Corps Training Center for Women marked its second anniversary Tuesday, graduated 53 corpswomen and announced receipt of \$3.8 million to continue operation for another two years.

Receipt of the money was announced by officials of the Young Women's Christian Assn. of Los Angeles which administers the government program here.

Among capped and gowned graduates Tuesday was the nation's first Job Corps-trained dress designer, Lanetta Madden, 23, of Kansas City, Kans.

Miss Madden, one of the first to enter the Los Angeles Center at 1106 S. Broadway in June, 1965, has a job as assistant to the designer at a local apparel manufacturing company, Casa de Patricio.

In the audience to see the young women get diplomas were representatives of local businesses, agencies, hospitals and schools which have cooperated with Job Corps to give them their training.

In a keynote address, Mrs. Georgiana Hardy commended the businesses and other institutions for "the welcome Job Corps has been given by the City of Los Angeles.

"It is reflected in the fine record of the women who have graduated from the Los Angeles center," she said. The center averages 75% verified job placement for its graduates.

Onstage at the commencement ceremonies held in the Mayan Theater were City Councilman Gilbert W. Lindsay, in whose district the center is located; Mrs. George I. Hull, president of the board of the YWCA, Miss Barrying H. Morrison, YWCA executive director, and Miss Mary E. Doolittle, center director.

In its two years, the training program here has graduated 312 young women between 16 and 21 years old who were school dropouts or unable to find employment.

Chairman PERKINS. I likewise have letters from the Office of the Governor of the State of New Jersey, and from the Office of Governor of the State of Arkansas, Governor Rockefeller, and the Office of Governor of the State of Maine, Kenneth M. Curtis, and the Office of the Governor of the State of Kansas, Robert Docking, and the Office of the Governor of the State of Vermont, Philip Hoff, and Office of the Governor of the State of West Virginia, Hulett Smith.

Unless there is objection I ask permission too that they be inserted in the record.

(The letters referred to follow:)

STATE OF NEW JERSEY,
OFFICE OF THE GOVERNOR,
Trenton, N.J., July 11, 1967.

DEAR CONGRESSMAN PERKINS: I understand that your Committee has recently completed hearings on the Economic Opportunity Amendments of 1967 and will shortly be reporting out this legislation. I should like to take this opportunity to indicate my strong support for the war on poverty and my belief that it should be strengthened and expanded as provided in the bill submitted by the Administration.

In the three short years since the President declared war on poverty in these United States, much has been accomplished. Hundreds of thousands of people have received assistance which has enabled them to break the bonds of poverty, and millions across the nation have received assistance of one form or another through one or more of the various agencies created under the Economic Opportunity Act. We in New Jersey have felt from the beginning that this was one of the most important pieces of legislation ever to be passed by the Federal Congress, and we attempted to respond at the State as well as at the local level in the most imaginative ways we could. It is my firm belief that New Jersey is a better State today because of the assistance we have received under the Economic Opportunity Act.

No revolutionary effort of this kind could be mounted so quickly without running the risks of both mistakes and controversy, and the war on poverty in general and the Community Action Programs in particular have had their share of both. However, it is a tribute to Sargent Shriver and the Office of Economic Opportunity that they have learned from these mistakes so that today elected officials at local and State levels, who were among the early opponents of certain facets of the legislation, can now be said to be among the most ardent supporters of increased appropriations for the entire anti-poverty effort.

I strongly urge you to support the full increase in authorization requested by the Administration and to endorse the basic purposes of the substantive amendments proposed as well. There are undoubtedly some minor modifications which can be made that will strengthen the bill, but I believe that its basic concepts are sound and I strongly urge your support thereof.

Sincerely yours,

HON. RICHARD J. HUGHES,
Governor.

STATE OF ARKANSAS,
OFFICE OF THE GOVERNOR,
Little Rock, June 30, 1967.

HON. CARL PERKINS,
House of Representatives,
Washington, D.C.

DEAR REPRESENTATIVE PERKINS: Because of the hearings that are presently being conducted concerning the future of the Economic Opportunity Act of 1964 I have taken this time to outline some of my thoughts in this matter.

Our state has strived to derive the maximum benefit from the various programs in keeping with the original intent of Congress when the bill was enacted. As a whole, the various programs have met with approval from the public, and Arkansas will feel the impact long into the future. However, I am unable to see the wisdom in separating the more popular programs and placing them under other agencies. The present proposals asking for greater involvement of the states is definitely an improvement, and should lend itself to a more successful program. We are in a new era of growth, and I feel that our state should have a more active position in the direction of the War on Poverty. Success can always be improved upon, and we must each work in that direction.

With all good wishes,
Sincerely,

WINTHROP ROCKEFELLER,
Governor.

STATE OF MAINE,
OFFICE OF THE GOVERNOR,
Augusta, July 7, 1967.

Hon. CARL D. PERKINS,
*U.S. Representative,
House Office Building,
Washington, D.C.*

DEAR CONGRESSMAN PERKINS: I have followed with interest the press accounts of the apparently growing criticism of the Office of Economic Opportunity and the "War on Poverty". As I have already indicated in my last letter, my basic feelings on the value of the OEO and its programs to the State of Maine are spelled out in the presentation which was made for me to the Subcommittee on Rural Development of the House Committee on Agriculture on June 15 in Washington, D.C., by Clyde Bartlett, Director of the Maine Office of Economic Opportunity. Copies of this have been forwarded to you.

We have in Maine a serious poverty-based problem indicated by the fact that more than 22% of Maine families have cash incomes of less than \$3,000 a year. This poverty is predominantly rural in character. There is here, as in many other areas of the nation, no question of need. We know that poverty and all its accompanying social ills exist. With a few exceptions, we have also come to realize that both socially and economically it is not only desirable but also essential that we eliminate poverty.

The disagreement appear to center largely on the means and not the goals of the "War on Poverty". In a recent and very incisive address, Senator Edward W. Brooke said the War on Poverty has developed into an "administrative nightmare" characterized by overlapping jurisdictions, ill-defined responsibility, jurisdictional confusion and conflicting standards. I do not agree that the OEO program in Maine can be characterized in this fashion; however, I do agree that the very nature of the programs being offered and the goals of these programs produces administrative difficulties. Some of these difficulties are inescapable but they can easily be compounded by mistakes at the local, state or federal level.

First of all we have in recent years realized the futility of money alone in effectively reaching the problems of poverty. Money without heart, without personal effort, without caring for the emotional and economic degradation of thousands of American families can never penetrate the hard shell of poverty. So we have embarked gradually in all of our more progressive social welfare efforts, and most recently in the War on Poverty, on an effort that will be not a palative but a cure for poverty and its associated ills. This is a task to which we have never addressed ourselves as a nation. We have indeed not yet even fully assessed the dimensions of the problems we seek to solve. But we have finally realized that these problems are complex, emotional and involve the entire spectrum of a family's existence from health to education, from housing to social acceptance, from civil rights to job opportunities. More importantly we have come to realize that what we do in any area may be of no avail if it is not strongly reinforced by a desire within the individual for achievement, for education and for life at the highest level of which he is capable.

To reach these goals of ending some of the immediate ills of poor housing, little education, hampering physical disabilities, and lack of job skills at the same time that each individual's belief in his own abilities and possibility of achievement is nurtured and developed has required the development of new programs, new administrative standards, and new techniques to match the new goals which we have set for ourselves. In Maine, as in the rest of the nation, there have been some failures but there have also been many successes.

We have community action programs in every area of Maine. We have active and successful Head Start programs throughout the state and have recently received authorization for a limited number of year around Head Start programs. The Legal Assistance program was funded within the last year and is starting this summer on actively spotting and staffing local offices. Upward Bound is in operation at several Maine colleges giving a limited number of economically deprived students an indication of the bright promise that education holds to change their entire lives. The Neighborhood Youth Corps is operating in many areas of Maine with work positions that are benefiting the communities and helping students to stay in school. We have other active OEO programs in such areas as Adult Basic Education, Work Experience, VISTA, and the Job Corps. We are now concerned with drafting plans for a Maine Rural Youth Corps which

would reach to the heart of our rural poverty problem and would be the first program of its kind in the nation.

In the recent hearing before the Senate Subcommittee on Manpower, Employment and Poverty, OEO Director Sargent Shriver noted that the national program has experienced both "success and failure". The successes in Maine have far outweighed the programs in which there have been administrative difficulties and a low level of achievement. To expect to inaugurate a program of the magnitude of OEO and its far-reaching goals and do it with nothing but one hundred percent successes would be completely unreasonable. The question is not whether or not there have been some failures but rather whether or not we continue to accept the goal of the eradication of poverty in this country and whether or not we are continuing to improve our administrative techniques in reaching this goal.

In the latter regard I would like to make three points:

1. The very nature of the programs makes complete evaluation difficult. This is not said as a justification for inefficiency or duplication or effort, but rather to point out that statistics alone do not indicate the extent to which we have reached the goal for which we are aiming. We can say with certainty how many meals were served and how many physical defects were corrected in our Head Start programs, but how can we measure the effect that these programs will have on the future of these children and their families. We can say how many children worked what hours for what amount of money in the Neighborhood Youth Corps, but can we really measure what it means to their entire future life to be able to complete high school and graduate with their class?

2. Secondly, it is obvious to everyone nationally and in the various States that the present level of effort will alleviate but will not eradicate poverty. In Maine we are presently reaching only a fraction of those who need help with an average annual OEO assistance of about \$75 for each low income family. If we are to root out the weed of poverty, we must dig deeper.

3. Lastly, in terms of administration of the program, I have already made a series of suggestions including closer coordination between funding deadlines and the issuance of guidelines for the administration of projects; more emphasis on clear-cut interpretations and model applications; earlier funding and less excessive earmarking funds; more long-range support for programs to ease the problems of recruitment and staff development and training.

The administrative difficulties we have now would be multiplied many times over if we were to eliminate either federal or state centralized administrative control. Coordination, elimination of duplication, adequate in-service training, public information—these and many other aspects of the overall effort become almost impossible of achievement without central control at the state and national level.

I find myself in complete agreement with Senator Brooke in his recent statement when he said, in part, "Ultimately, more authority must be delegated to federal administrators working in the field, as well as to state and local officials who are concerned with the programs . . . This suggestion is not inconsistent with the proposal that ultimate authority be more centralized. Policy decisions should be made by fewer people at the top, so that standards and requirements become less diffuse, and responsibility can be fixed. But operating and implementing decisions should be made by the men and women who are on the scene and who will usually be far more familiar with specific problems and the context in which they must be combatted."

If we accept the goals of the War on Poverty, I am sure that we can as reasonable people devise and improve on the administrative means by which we will reach these goals. The recognition of shortcomings in a relatively new and vastly ambitious program does not justify either vituperative attack or the reduction or elimination of appropriations. Rather it demands considered and reasonable changes. We should be sure, however, that critics of the present OEO programs are not using an attack on administrative shortcomings which are capable of remedy as concealment of their actual but unspoken opposition to any really effective program of assistance to the families of this nation who live in poverty.

Sincerely,

KENNETH M. CURTIS,
Governor.

STATE OF KANSAS,
OFFICE OF THE GOVERNOR,
Topeka, July 7, 1967.

HON. CARL PERKINS,
Chairman, House Committee on Education and Labor,
U.S. House of Representatives, Washington, D.C.

DEAR CONGRESSMAN PERKINS: The Economic Opportunity Program which has been underway since 1964, had had a modest implementation in the State of Kansas. We feel that we have moved cautiously and judiciously in taking advantage of this program. We do feel that the implementation of the program in the State of Kansas has been directly related to the real and actual needs of the people of our State.

Listed below is a summary of the active OEO programs for the State of Kansas as of June 16, 1967.

Program	Amount
Headstart, summer 1966-----	\$1, 812. 00
Headstart, summer 1967-----	609, 755. 00
Community action programs-----	3, 043, 911. 00
Neighborhood Youth Corps-----	2, 070, 770. 00
Work experience projects-----	157, 382. 00
Rural loans program-----	118, 980. 00
Total, all programs-----	6, 002, 610. 00

As the Governor of the State, I am concerned about the matter of greater involvement in relationship to both federal and local programs. This administration has taken the position that we should think in terms of more responsibility being placed with state government. For example, we have improved and strengthened our Water Quality Control Act; we have established air pollution control legislation; and we have greatly expanded our efforts in the area of elementary and secondary education.

We do not want to increase the red tape that is involved in the development of projects. However, in that the Governor's Office is often the first port-of-call whenever a program goes wrong, it seems to us that it is important to keep the Governor's Office fully advised as to what is going on in the OEO program. I hope that there might develop an increasingly cooperative relationship between the Technical Assistance Office and the Regional Office as they try to work out programs for the communities in Kansas. I can see the Technical Assistance Office providing assistance to smaller communities with the Regional Office coming in and doing the final wrap-up as far as a particular project is concerned.

If the Economic Opportunity Program is to be an effective program throughout this State, it seems to us that the Technical Assistance Office must be at cabinet level in order that it might be actively involved in any decision-making process related to health, welfare, civil rights, and employment. This is the manner in which we have operated the Technical Assistance Office in the State of Kansas under my administration. The coordinator of the office serves as my liaison person to the State Board of Health and to the State Board of Social Welfare. He has also served as the chairman of the State-wide Manpower Coordinating Committee responsible for drawing up the Cooperative Area Manpower Planning System for the next fiscal year.

The coordinator, Dr Robert C. Harder, has been actively involved in our legislative program relative to matters of health, welfare, civil rights, and employment. It is my thinking that unless we have a great deal more money than is presently available, the most successful way that we can fight and win a war on poverty, is through the changing of policy at the state level and then getting this word down to the local level. Our experience in government at this point, indicates that often times while agencies are in the hands of good-hearted people, they get locked into procedures which may be oblivious to the needs of the people of the state. The Technical Assistance Office serves as a watch dog to make sure that the agencies remain open to all of the citizens of the State of Kansas.

The coordinator is also in a position to interpret to boards and agencies, the problems of low-income people so that as policies are being shaped, there can be the inclusion of those ideas which lend themselves to a greater number of services for the poor. I hope that this kind of policy making, cabinet support to the Governor could be further enhanced.

I think it would be a very serious mistake for the Technical Assistance Office at the state level to have any less power and authority than it does at the present time.

As the Governor of a rural, urban state, I would point out that there should be variety in the OEO program. We have a great number of low-income people living in small towns in Kansas who could possibly use the services of OEO. I am encouraged to note that the national policy seems to be shifting to provide additional services to rural areas. I see the need for the Technical Assistance Office working with small communities in our State providing assistance to them in the areas of housing and employment. In these smaller communities, there is not the expertise to develop programs. If programs presently available from the federal government are to have wide usage, then it seems to us that the Technical Assistance Office can be an important arm in getting this information out to the communities.

I think also that the Technical Assistance Office can serve as the back-up arm for these local communities and aid them as they draft proposals before forwarding them to the Regional Office or to federal offices. Here, I am thinking not only of proposals related to OEO but proposals which are related to other federal agencies.

In our State, as well as many other states, I am sure there is an increasing awareness of the need for social planning comparable to the physical planning that has taken place over many years. I think that OEO and the Technical Assistance Office, specifically, can make a real contribution. Their philosophy of coordination and cooperation, as well as trying to move with some dispatch to get things done, would lend itself to the development of a social planning concept for the state.

One of my great concerns relative to this legislation is the whole question of bookkeeping relative to the local programs. Dr. Harder, from our Technical Assistance Office, has indicated that the matter of internal control and the auditing of reports is a recurring problem with several of the community action agencies. I hope that the legislation might underline the real importance and necessity for the development of a comprehensive auditing system at every level. Even though we are dealing with a great number of people who may feel that government has slighted them in the past, it does not seem to us that this opens the door to the spending of public monies without a careful check on how these monies are being expended. I would like to see some system developed whereby the Regional Office, working in concert with the State Technical Assistance Office, would be in a position to make a three-month check after the beginning of every OEO project.

I think that there has been a number of good things developing out of the OEO program; however, I am concerned about the negative publicity that develops from time to time. I hope that as this legislation is considered and passed by the House and by the Senate, that there would be a clear mandate to all OEO affiliated persons to be judicious in the manner in which these programs are operated.

With every good wish.

Yours sincerely,

ROBERT DOCKING,
Governor of Kansas.

STATE OF KANSAS,
OFFICE OF THE GOVERNOR,
Topeka, July 20, 1967.

HON. CARL D. PERKINS,
Chairman, House Committee on Education and Labor,
U.S. House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: Since my earlier letter to you concerning the Office of Economic Opportunity, we have become more involved in budget preparation. I am underlining some of the remarks in the July 7th letter.

In my administration, the State Technical Assistance Coordinator serves as my personal representative to the State Board of Health and to the State Board of Social Welfare. In this capacity he is present for the early development of budgets. At this point, he is able to remind the Boards that their responsibility is to all the people of the State of Kansas, including the poor. Also, he is able to get information back to me so that I am aware of the thinking of these two important Boards. Through the Coordinator, the Boards are in a position to know the general thinking of this administration.

The Technical Assistance Office has been helpful to me in establishing a close link between the Governor's Office and the various health and welfare connected agencies. It has also served me as a useful troubleshooting arm.

The drive for decentralization of services in the federal government is strengthened by OEO, the Technical Assistance Office. Through this Office, we have a vehicle for the decentralization of agency functioning. The Office of Economic Opportunity's insistence upon innovation and agency cooperation are important factors. Through this Office, I have a means for getting federal and state information directly and then relaying this on to the various local communities. By this decentralizing move, I feel that the State of Kansas is able to keep government closer to the people.

I know the service I envision for this office does involve money. To staff such a Technical Assistance Office with state money, at the present time, would be extremely difficult. We appreciate the fact that the Congress is responsible for the major portion of the budget for the Office. If this were not the case, we would have to take immediate steps to close the Office.

The Technical Assistance Office, OEO, has been helpful in my administration. I hope the Congress sees fit to fund the program on a continuing basis.

With every good wish.

Yours sincerely,

ROBERT DOCKING,
Governor of Kansas.

STATE OF VERMONT,
EXECUTIVE DEPARTMENT,
Montpelier, July 5, 1965.

HON. CARL D. PERKINS,
*Chairman, House Committee on Education and Labor,
U.S. House of Representatives,
Rayburn Building,
Washington, D.C.*

DEAR CONGRESSMAN PERKINS: It has come to my attention that the Congress is considering legislation affecting the nation's anti-poverty efforts. The effectiveness of the anti-poverty program in Vermont leads me to believe that we should support the funding of this program at least at its current level.

During the past fiscal year, administrative procedures within the program have improved markedly. Further, the relationship between Washington OEO and the state of Vermont continues to strengthen with the resultant improvement in program administration. The Office of Economic Opportunity should be preserved and strengthened as a national agency; particularly since this organization focuses on the task of coordinating all governmental agencies for more effective social service, and is the only agency with a strict anti-poverty focus.

The rural poor person does not live in a ghetto which insults our sense of decency by the drama of its poverty. Although less visible than the urban poor, because he lives in isolation throughout the environment, the poverty of the rural poor person is no less real. He is far removed from the services and resources which are available to most of the people in Vermont and would tend to be, if not for the anti-poverty program in this state, an unknown man by the very nature of his invisibility.

Poverty is still with us, and I hope that Congress can continue to maintain, if not expand, its effort to meet this challenge.

Sincerely,

PHILIP H. HOFF, *Governor.*

STATE OF WEST VIRGINIA,
OFFICE OF THE GOVERNOR,
Charleston, July 19, 1967.

HON. CARL PERKINS,
*House of Representatives,
House Office Building,
Washington, D.C.*

DEAR CONGRESSMAN PERKINS: In these United States both federal and state governments have initiated new and innovative programs to alleviate detrimental conditions throughout our great land. Because these programs are not fully tried and proven, we reach a time each year when we must determine and evaluate our success and failures in these efforts.

What will our evaluations determine? We still have deprived people in our communities; we still have inadequate housing; we have not eliminated the educational and medical deficiencies which have been discovered. But our efforts have been fruitful, and we can see definite progress in many areas.

In West Virginia the Economic Opportunity Act of 1964, as amended, has given hope and initiative to those who have never really experienced the knowledge that someone cares enough to *help* them in their betterment. The deprived citizens of our state have learned that they can join together in a united effort to better themselves. The deprived have begun to work for their own betterment and to gain for themselves not only economic strength, but also strength of character and realization of self-worth.

Through Job Corps, Head Start, our community action programs throughout the state and the many programs which they administer, new inroads have been made into the causes and alleviation of poverty. The community action concept has become operative in areas of community and individual betterment through adult basic education programs, home improvement components and many others. The VISTA program is meeting its challenges with an increased awareness of its mission, and a higher level of success.

The "War on Poverty" efforts have been beneficial in West Virginia. Many of these programs are necessary for the betterment of our state and these United States.

It is with this thought that I ask that you do all that you can in continuing this endeavor to the maximum extent. Through the agency of the Office of Economic Opportunity, if I, or anyone in West Virginia, can be of help in emphasizing the necessity for the continuation of these programs, please feel free to call on us.

Let me again emphasize our pleasure in working with the Office of Economic Opportunity in its conduct of this Act and assure you that we will continue our efforts on behalf of this vital program and the deprived citizens in our state.

Sincerely,

HULETT C. SMITH,
Governor.

Chairman PERKINS. Go ahead and complete that answer, Dr. Perlmutter, as to why the Job Corps is not popular like the Headstart and Peace Corps.

Mr. HAWKINS. Mr. Chairman, may I ask special permission? Dr. George does have a prior engagement. If you don't have any further questions of her I would ask that she be excused at this point.

Chairman PERKINS. Do you want to be excused?

Dr. GEORGE. They have been having a reception for me with some Congressmen for an hour and a half. They have been waiting for me since 6 o'clock.

Chairman PERKINS. Thank you very much.

Dr. GEORGE. This is what I came here for.

Chairman PERKINS. You have made a good witness today.

Dr. GEORGE. If you have no other questions I would appreciate it.

Chairman PERKINS. You have made us a great witness and we appreciate it. Do you have any other comments you would want to make before you leave?

Dr. GEORGE. Just don't kill the Job Corps, please. Let us really have time enough to prove that we can or can't. I don't think we have had sufficient time. I think there is a lot of evidence that we are succeeding and that we are not really misusing the money too often. I think Congress understands also the difficulty of implementing recommendations. They have had a few for a few years, the Hoover study, and I think they ought to understand the difficulty of implementing even good recommendations they approve and endorse. I think there ought to be some impetus there for you. We are trying to accomplish this. I hope we can continue.

Chairman PERKINS. Congressman Dellenback, did you have something else?

Mr. DELLENBACK. No, sir.

Chairman PERKINS. I thank you very much. We appreciate your coming. You have made a good witness. Everybody appreciates your appearance here today.

Go ahead, Dr. Perlmutter.

Dr. PERLMUTTER. I think you were asking why the Job Corps is not better known than it is.

Chairman PERKINS. That is the question.

Dean PERLMUTTER. There are the intrinsic reasons that the subject of the Job Corps is a lot less romantic to the public than comparable programs. We have an obvious affection for children. We have feelings of anxiety. I think there are even hostility and guilt feelings with it where the adolescent group is involved, especially from other ethnic and racial groups. We have a strong tendency as to the common statement you will hear in almost any part of the country when people talk about a youngster who is misbehaving that what he needs is, you know, a good thrashing or a good talking to and he ought to go on the straight and narrow right after that. There isn't very much sympathy generally for this kind of adolescent misbehavior as most people look at it as misbehavior. I don't think it is misbehavior at all. These are behavior patterns for which very sound reasons exist which have to be understood and they are no more unreasonable than somebody behaving because he is suffering from a high fever and does certain things that seem strange. So intrinsically there are a whole set of reasons bound up with this population group.

Secondly, there are a number of external things that make this unappealing. For one thing, it is a very hard job. It means that educators have to have the humility to say that we have not succeeded. This casts aspersions on the American school system. It is not easy for me to come over here as I have today and face the fact in public that we have millions of adults—11 million is the figure the Commissioner of Education cited—who read below the level of fourth grade. This to me is a much more significant matter than a dropout because supposing you are in school for 8 years and you end up reading at the fourth-grade level. You are a dropout then, too, even though you have been there. The point is the result, so that educators themselves and the people who support the educational community have very mixed feelings. If you come out in favor of the Job Corps you are really saying, "Well, we have not done it right." I think this was in the background of some of our discussion about vocational education. I think this is in the background of some of the career proposals, people saying "Well, we really can do it, but you did not give us a chance." Then some of us have to make the decision and we don't have a particular ax to grind that, well, we don't want to make this decision because quite frankly we don't think we can do it but we hesitate to say that. You are talking to a colleague here. You have enough to do with vocational education with just that upper lower class, you know, that in-between group that isn't quite middle class, and you have not done that successfully, in fact, the slum youngster, the kid in the West Virginia hills, so that the educational community itself does not jump with enthusiasm, does not have the vibrance of sending a Peace Corps group to Africa.

When I announced on my own campus that we would have two Peace Corps programs going down to South America, all sorts of people came out of the woods. "Well, we are interested in that, and I would like to go down on the survey visit of Latin America," so-and-so would say.

Students would come around and say, "I would be very happy to learn about this." I said at the same time, "I have an Upward Bound program. I have no money for it." I used the words partly because I had suggested something like it a long time ago. I said, "We will have an Upward Bound program right here in State University. Who will help me?"

Well, I got my assistant. That was all. I didn't even get any student assistance. But if I asked, "Who will help me with children?" lots of people will volunteer; "Who will help me with Peace Corps?" lots of people will volunteer; but we don't want to admit that we failed in education, we don't even want to admit that we have a poverty problem, all of these things plus, I think, some mistakes.

I must add that as a third extrinsic there were intrinsic reasons—extrinsic reasons in the educational community.

The third set, I would fault the OEO here. In the beginning days there was a strong feeling in the professional group there that they could do this alone as it were and that they would not get sufficient comfort and help and encouragement in the educational community, and I remember asking them, "Well, what about me? I am an established educator. I am dean in the State University. Why do you accept me?" Well, they said here and there they would make an exception. "You are different." But I think they were wrong. I submitted a written proposal early in the game establishing some sort of, perhaps it was a fantastic scheme of bringing the opinion leaders of the educational community as a kind of advisory group who would maybe not be very substantively involved, but who would commit themselves to this and by their presence you would get the American Council and the NEA and the various academic associations so that they would come out and say, "Well, this needs to be done and we will do it."

This was never adopted. Nothing of this sort really exists. I believe Mr. Shriver has some sort of distinguished advisory group around him, but this is for the poverty program as a whole. What you need is an advisory group—this is apart from my research group that I was talking about—who would be for the Job Corps and who would represent the educational establishment in this country. We are not wicked monsters in the educational establishment. We want to see this happen. We would like to be involved.

I think the OEO ought to take the initiative and involve the educational establishment and if this were so, instead of having, you know, stray, isolated witnesses like myself here, you would have a representative from the American Council or the NEA or several of the academic associations.

Now, with these three sets of reasons, I think Job Corps turns out to be a relatively unknown program as compared with Headstart and Peace Corps.

Chairman PERKINS. I think that is a good answer. I don't think I will take any more of your time.

Do you have any questions?

Mr. HAWKINS. No.

Chairman PERKINS. Mr. Dellenback?

Mr. DELLENBACK. No, sir.

Chairman PERKINS. Thank you very much, Dr. Perlmutter.

Dean PERLMUTTER. Thank you very much.

Chairman PERKINS. Is this your first appearance before the committee?

Dean PERLMUTTER. I must confess this is my first appearance before any congressional committee.

Chairman PERKINS. We hope to have you back again because you have been very helpful to the committee.

Dean PERLMUTTER. Thank you.

Chairman PERKINS. And we regret that we held you here so late, but we will be looking forward to your appearance again.

The task force will recess until 9 a.m. on Wednesday.

(Whereupon, at 7:53 p.m., the task force recessed, to reconvene at 9 a.m., Wednesday, July 26, 1967.)

ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

WEDNESDAY, JULY 26, 1967

HOUSE OF REPRESENTATIVES,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The committee met at 9 a.m., pursuant to recess, in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the committee) presiding.

Present: Representatives Perkins, Green, Pucinski, O'Hara, Hawkins, Gibbons, Meeds, Quie, Goodell, Ashbrook, Erlenborn, Gurney, and Dellenback.

Also present: H. D. Reed, Jr., general counsel; Robert E. McCord, senior specialist; Louise Maxienne Dargans, research assistant; Benjamin Reeves, editor of committee publications; Austin Sullivan, investigator; Marian Wyman, special assistant; Charles W. Radcliffe, minority counsel for education; John Buckley, minority investigator; Dixie Barger, minority research assistant; and W. Phillips Rockefeller, minority research specialist.

Chairman PERKINS. The committee will come to order. A quorum is present.

I am delighted to welcome you here again, Mr. Andrew Biemiller, who is the legislative director of the American Federation of Labor-Congress of Industrial Organizations. He has been before this committee many times in the past to provide excellent information and wise suggestions to assist us in our efforts.

We are delighted to welcome you here again this morning. Many of us recall our pleasant associations with you when you were a fellow member.

Speaking for the committee, we are always delighted to see you come back.

You have worked all through the years for the welfare of the people of this country and that is why you stand out in everybody's mind as being a great American. We are delighted to welcome you here this morning and the gentleman who is with you. You may proceed in any way you prefer.

**STATEMENT OF ANDREW J. BIEMILLER, LEGISLATIVE DIRECTOR,
AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS; ACCOMPANIED BY JULIUS ROTHMAN,
ASSISTANT DIRECTOR, DEPARTMENT OF INSURANCE, AFL-CIO**

Mr. BIEMILLER. Thank you, Mr. Chairman, for those very kind remarks.

For the record, I am Andrew J. Biemiller. I am legislative director for the American Federation of Labor and Congress of Industrial Organizations.

On behalf of the AFL-CIO, I want to express our appreciation for this opportunity to present to your committee our views on the proposed 1967 amendments to the Economic Opportunity Act of 1964.

I am accompanied by Mr. Julius Rothman who is assistant director of our department of insurance and who in our organization the particular responsibility of following the development of the poverty program.

Chairman PERKINS. We are very delighted to have you with us this morning.

Mr. BIEMILLER. When President Meany appeared before this committee in 1964 to testify on the Economic Opportunity Act of 1964, he said:

This is not a new war for us in the labor movement . . . The elimination of poverty is and always has been a primary goal of organized labor and a basic reason for its existence.

And he went on to say: “* * * we hate poverty in all its forms and for whatever reason it exists.”

I cite this to emphasize the fact that I come here as a representative of a segment of society that is deeply committed to the elimination of poverty as a fact of life in our society.

President Meany made the point that for generations the elimination of want and the improvement of the conditions of work and life have been a primary goal of American trade unions.

It is for this reason that the AFL-CIO is once again happy to lend its support to the all-important effort to make the war on poverty a success. The amendments now being proposed in H.R. 8311 seek to accomplish changes which, it seems to us, will strengthen the operation and administration of the OEO and its component programs. In general, the AFL-CIO supports them.

The results of the first two and a half years of operation of the Office of Economic Opportunity are encouraging. Sargent Shriver and his associates at OEO have shown courage and imagination in carrying forward the war on poverty.

They have carried the war to new fronts, developed better ways of fighting poverty on other fronts. They have been both praised and castigated for their efforts, yet they have continued to move forward.

The important fact is that the antipoverty effort is reaching the poor and is opening doors through which they can escape from the grinding reality of poverty.

True, not enough of the poor are being reached. Not enough doors are being opened. This is not the fault of OEO. The war against poverty is an expensive war and Congress has not been overly generous. The war against poverty requires new techniques, new methods.

There are no textbooks that spell out these techniques and methods. These must be learned the hard way—by trial and error. Despite these and other obstacles, it is our belief that the war on poverty has made a substantial impact on the poor.

Three years ago, when we testified on behalf of the Economic Opportunity Act, we supported the potential, the promise that we saw in this legislation for dealing with the problem of poverty in America.

Today, the AFL-CIO is in a position to base its testimony on hard facts which we have assembled as the result of participation in the war on poverty. We have assisted in the policymaking process

through our representation on the National Advisory Council on Economic Opportunity in the persons of Mr. David Sullivan, an AFL-CIO vice president and president of the Building Service Employees International Union, and Mr. James A. Suffridge, an AFL-CIO vice president and president, Retail Clerks International Association.

In addition, a group of 18 prominent labor leaders serve on the OEO's Labor Advisory Council, which is under the chairmanship of Mr. Sullivan. This council consults regularly with Mr. Shriver on matters of mutual concern to organized labor and the war on poverty.

At the local level we estimate that there are about 3,000 AFL-CIO leaders who are currently serving on CAP boards and committees, as well as on the boards and committees of the component agencies of local community action programs.

But, in addition to this involvement in antipoverty programs, there are many unions and local central labor councils that have elected to become direct sponsors of OEO programs. We will refer to some of these later on in our testimony.

Also, in addition to all of these more or less formal relationships between organized labor and the war on poverty, there are literally dozens of instances of informal cooperation by unions and union members with antipoverty programs and agencies.

While labor's participation in the war on poverty had some central direction and some national guidelines, yet a great part of our participation was spontaneous, stemming from the interest, concern, and compassion of union leaders and just ordinary rank-and-file union members for the people who are poor.

They wanted to do something to help the poor find a way out of poverty. From the variety of activities in which they have cooperated in their local communities, we have been able to get a real sense of the meaning of the war on poverty in the ranks of organized labor. The reaction has been positive. Our members have accepted the war on poverty. Their willingness to participate in it is the best evidence of this.

I have indicated that the AFL-CIO strongly supports the war on poverty. I would like to go a step further and put the AFL-CIO on record as also supporting the present structure of the war on poverty.

Some members of this committee have introduced a bill which would drastically alter the direction and thrust of the war on poverty. In fact, they would even rename it and call it the "Opportunity Crusade." They would keep the programs, give them new names, and destroy the agency that brought them into being and enabled them to produce results. They propose to scatter the component agencies of OEO among existing departments of the Government.

This approach to the war on poverty is hard to understand. At a time when objective observers, such as the Harris poll, indicate that the war on poverty has the approval of a substantial majority of the public, it is proposed the program be decapitated. The AFL-CIO is opposed to any effort that would tamper with the existing structure of the OEO. We oppose it because:

1. Such a move would eliminate the one Federal agency that clearly speaks for the poor within the Government.

2. Antipoverty programs would lose their visibility and their forward thrust. They would be forced to compete with other lower-priority programs within existing agencies.

3. Current OEO programs would be fragmented by being departmentalized. Now it is possible to bring various elements of different departments into cooperative and productive relationships.

4. The innovative and imaginative qualities that have characterized the development of new OEO programs would be destroyed.

5. Overall direction in the war on poverty would be dissipated.

The hue and cry about the administrative failures of OEO simply does not jibe with the known facts.

When the AFL-CIO testified before the Subcommittee on Poverty of the House Committee on Education and Labor on the 1965 Amendments to the Economic Opportunity Act, we stated—

Let us say first that we are encouraged by the imagination and vigor that have characterized the implementation of the Act thus far. Much has been accomplished during the brief six months since funds were first appropriated by the Congress. We are not unduly dismayed by the problems that inevitably have emerged, involving the relationships of the Federal, State and local governments, and of private groups, in undertaking this novel and difficult effort. We are confident that these are 'growing pains' that will, for the most part, cure themselves.

The legislation that created OEO directed that a whole series of new programs be created without delay. This included the development of Job Corps centers providing education and training for poor young men and women between the ages of 16 and 22; local community action agencies to meet the local needs of the poor; a massive program of youth employment and work study; programs for migrants in the fields of education, housing and job training; loans to small business and small farms; a domestic equivalent of the Peace Corps; a work-experience program to get welfare families off relief; and a method of coordinating the poverty-related activities of all Federal agencies.

In the two and a half years since Congress issued this direction to OEO, it not only complied effectively, but it also managed to initiate a broad range of additional programs. It developed and put into operation such pioneering programs as Headstart, legal services for the poor, neighborhood health centers, Upward Bound, foster grandparents and medicare alert.

I don't think it is necessary to enumerate the achievements of OEO. You are all aware of them. We feel that it is an impressive record. We, therefore, urge this committee to continue the OEO as the spearhead, the central and unifying force in the war against poverty.

It may well be that one of the most enduring and useful programs that the OEO has conceived is the community action program. Here is a new force in the life of the American community bringing added urgency and vitality to bear on the problems of the poor. It is in the community action program where the poor get the chance to participate in the development and management of local antipoverty programs. It is in CAP where the poor can have a voice in shaping programs to help themselves.

The community action program is an indispensable element of the war on poverty. It has brought the war to the local community, it has given all citizens, including the poor, an opportunity to participate, it has served as the focal point for community action, it has served to identify the problems of the poor, it has served to stimulate the community conscience about the poverty in its midst.

For all these reasons we hope that the community action program will continue within OEO. We hope that it will not be spun off to an existing agency where it will lose its vibrant and crucial role in the war on poverty.

Criticism has been directed at the community action program because of the controversial nature of some of the activities which they have sponsored. This is understandable because local CAP agencies bring together people who never before talked together, or perhaps to put it more accurately, who were hardly aware of each other's existence. Bringing together diverse elements of community life may result in conflict. Yet this conflict has often served to sharpen up local anti-poverty programs. It has helped to make clear to the majority of the community who live above the poverty level what the real and urgent needs of the poor are.

The AFL-CIO supports the "maximum feasible participation" of the poor in community action agencies. The war on poverty was never intended to be a dole for the poor, but rather it was conceived as an opportunity for the poor to become involved in antipoverty programs to assure the fact that these programs respond to their real needs.

We are encouraged to note that of the almost 92,000 citizens serving on community action agency boards, committees and advisory councils, over 42,000 or about 45 percent, come from among those being helped. For this, the OEO deserves to be commended.

In 1964, when President Meany testified on the original Economic Opportunity Act, he placed the AFL-CIO squarely behind the Job Corps idea when he said:

"... this section—Title I(A)—has great potential. These young people can be taught the routine of holding a job, the rhythm of it; the use of tools, the feeling for them, the familiarity with them, how to take care of them; the whole concept of being part of a work-group, with common obligations and, sometimes, common grievances. These simple experiences, which most of us take for granted are of the greatest importance.

The trainees can gain from this the self-confidence they may have lacked before. They can emerge from the program fully able to read, write, and figure, knowing what it means to have a job. And they will thereby be better equipped to make their way in the world."

We supported the Job Corps in 1964; we support it in 1967. The idea which President Meany supported, has become a reality of which we can all be proud. The Job Corps offers young people who come from the poorest environments and the bleakest backgrounds an opportunity to develop useful work experience, a chance to get a basic education and chance to live in a new and healthy environment.

And perhaps, most important of all, it gives them an opportunity to rechannel their sense of futility and frustration into a new sense of pride in themselves and in their value as human beings.

The Job Corps has been criticized because of the cost per trainee, the number of dropouts and disturbances in the centers. Current figures indicate that the cost per trainee has been lowered considerably, that more boys and girls are staying in the Job Corps and are staying longer, and the problem of discipline within the centers is under control. Anyhow, such arguments come from those with limited vision.

We see the Job Corps as a human reclamation program taking these young people off the streets, away from meaningless lives full of frustration and anger and bringing them back into society where they can

become useful, productive human beings. Reclamation is never cheap. But in the long run it is cheaper than riots in the streets, crime and public welfare.

The job of transforming a youngster's sense of alienation from society, by bringing him into the mainstream, through useful training, reeducation and self reevaluation, is only part of the story.

When a youngster comes out of a Job Corps center, he needs a job. A good job with decent pay. Otherwise, he will slide back into his old environment, lose his skills and his new-found self-esteem. We are happy to note that the 1967 Amendments of the EOA make provision for better placement procedures for those coming out of the Job Corps. This is essential to the success of this program.

Because we in organized labor have been concerned about the placement of men and women coming out of Job Corps centers, we have cooperated with the Job Corps in developing a Job Corps center visitation and recruitment program. This program has a threefold purpose: to let labor leaders see the Job Corps in action, to get labor leaders to help the centers in the placement process and to help recruit for the Job Corps.

Over 25 international unions affiliated with the AFL-CIO and 23 State AFL-CIO central bodies have participated in tours of Job Corps centers, with more than 500 labor people participating in visits to 10 Job Corps centers.

The labor leaders who have participated in visits to one or another of the Job Corps centers in all parts of the country were impressed by what they saw and heard.

John I. Rollings, President of the Missouri State Labor Council, AFL-CIO, after a tour of the Women's Job Corps Center at Excelsior Springs, Mo., said:

I wish everyone could see the desire and dedication to develop into better citizens by these girls. I wish all union leaders here would go back to their organizations and tell the story of the Job Corps. We must let our Congressmen know how we feel about the program and see that it is properly and adequately funded.

Maurice Lieson, International Representative, American Bakery and Confectionery Workers Union, said that his union would cooperate with the Job Corps and would seek to get jobs for graduates of the Job Corps. He cited the fact that 50 percent of the members of his union were women.

From a report of a visit of representatives of building trades locals from the Bowling Green, Ky., area, to the Job Corps Center at Great Onyx, Ky., states:

We found the business agents of the Laborers and the Cement Mason's Locals interested in the placement of the Corpsmen.

In addition, the above two locals offered on-the-job training during their busy season. . . . The State President and the State Secretary of the Kentucky Building Trades Council requested Job Corps information in order to carry the message of Job Corps activities to local unions throughout the State of Kentucky.

Time does not permit the inclusion of many other citations of this kind that are in our files.

The AFL-CIO would like to call the attention of this committee to the work being done at the Job Corps Center in Jacob's Creek, Tenn. Sponsored by the International Union of Operating Engineers and its

affiliate, Local No. 917, the center is set up to teach young men to handle and operate heavy equipment. At the end of last month, the first contingent of 52 enrollees completed their training. The union has agreed to place each one of these young men in an entry-level job, maintaining heavy equipment.

Their course of work at Jacob's Creek has prepared them to compete with other qualified applicants for a place in the registered apprenticeship programs in this industry. Upon completion of their apprenticeship, these boys will become full-fledged union journeymen in a highly skilled and well-paid trade.

The Job Corps provides educational programs, vocational training, work experience and counseling for those enrolled in this program. But it also has been able, to a large degree, to create an environment in which the enrollees can grow as human beings, gain self-confidence, develop an appreciation of their own potential.

This important element in the development of these young people can never be supplied by existing vocational education facilities such as technical institutes, area vocational schools, and community training centers.

These facilities can serve youngsters coming from families with greater stability, youngsters who have not known acute deprivation or suffered from social discrimination.

Job Corps enrollees, by the very process of their selection are young people who carry the scars of poverty and deprivation. We have ample proof that if given a chance these young men and women can "make it" regardless of their handicaps. But to ignore the fact that the needs of this group differs from those of more fortunate young people would be unwise.

For this reason, we urge that nothing be done by Congress that would impair the existing residential structure and program orientation of the Job Corps.

We feel that the Job Corps should be retained as an integral part of OEO and that it merits the continued support of Congress. We urge that it be expanded to offer even greater numbers of these severely disadvantaged young people an opportunity to make a place for themselves in the economic and social life of our country.

Another program which the AFL-CIO thinks is proving extremely useful in preparing young people for the world of work is the Neighborhood Youth Corps. The importance of the work experience obtained through NYC projects becomes clear when seen in the context of the lack of employment opportunities open to these youngsters.

The unemployment rate for youth 16 to 21 in 1966 was almost three times higher than the national average for the total labor force. But even this figure tells only part of the story. In the poverty areas of our major cities teenage boys had a jobless rate of 25 percent and teenage girls of 23 percent. However, for Negroes in the areas surveyed, unemployment rates in March 1966 were even higher. Teenage Negro girls had a jobless rate of 46 percent, and for teenage Negro boys it was 31 percent.

Organized labor has seen this program in operation. A number of unions have sponsored NYC programs. These unions have been greatly impressed by opportunities that this program has been able

to open up for these young people, once they have been given help in overcoming the handicaps of inexperience, lack of education, and lack of skills.

Probably the most dramatic example of the effectiveness of this program is the one in Watts, which is under the sponsorship of the Watts Labor Community Action Committee. The Watts Labor Community Action Committee is a non-profit organization made up of 11 unions including the Machinists, the Building Service Employees, the Amalgamated Clothing Workers, the United Rubber Workers, and the United Auto Workers, among others.

The WLCAC developed a project that includes programs for young people from various age groups. A program for youngsters aged 7 through 13 was called the Cadet Corps, another called the Community Conservation Corps included the 14- and 15-year-olds. The Neighborhood Youth Corps addressed itself to youths 16 through 21 years of age. The program is funded by the Department of Labor, by the Neighborhood Youth Corps, and by funds from the unions.

From a report evaluating the work of the WLCAC comes the following quotation:

The observation of crew chiefs who have worked with the Watts area youths in the project since its inception in summer of 1966 is that "there has been a tremendous change in these young people. Their attitude toward themselves and, consequently, toward the staff and also visitors to the program are markedly outgoing, and the cussing and fighting which were common occurrences eight months ago are an exception now."

Further on in the same report, we find this paragraph:

A majority of the N.Y.C.'s have indicated an interest in receiving more than a salary—in being trained for (1) jobs, and (2) "leadership."

Ted Watkins, formerly an active trade unionist, a resident of Watts and the director of the project, said recently:

We want to make these young guys feel they've got a role to play as men. It's amazing to see the change in them—and amazing to see the change in the adults of the community, too—they used to be afraid of these kids.

Some of these kids were the looters, they were the burners, they were the ones who started the riot. Now, they say to me, "we don't want to do anything in this community to mess it up no more." Now, they're saying this is *our* community, this is *our* program.

On Wednesday, July 12, 1967, the Los Angeles Times, a newspaper that cannot be accused of being pro-labor, ran an editorial commending the WLCAC as "one of the most useful antipoverty programs to be inaugurated for the Watts area in recent years."

The Central Labor Council of Alameda County, AFL-CIO (Oakland, Calif.), is the sponsor of another Neighborhood Youth Corps project. A three-phased project, it is intended to give 400 youths good work habits and experience, then to train them in marketable skills and finally to place them in jobs at decent wages.

The East Bay Labor Journal, labor's official newspaper in Alameda County, gives the union's reasons for sponsoring this project: "The CLC leaders are determined to make the Labor Council's program an effective contribution to lowering Oakland's unemployment rate among teenagers and easing racial tension by helping youths help themselves. A large proportion of the youths in the program are members of minority groups.

But just exposing untrained youths to job training won't be enough, those who planned the project realized.

Many of the youths are on parole or probation, and all are high school drop-outs.

A key element is to restore self-confidence destroyed through repeated failures since early childhood.

Organized labor is strongly in favor of this program. Our experience with it indicates that it has been efficiently administered, and imaginatively programed. We feel that this program should have added funds for fiscal 1968 rather than have its funds reduced more than \$50 million as requested by the administration. The NYC, like Headstart, has been one of the "success" stories of OEO. It deserves to be expanded.

Organized labor has developed a unique partnership with OEO in connection with the training of union members for active service in the war against poverty. In three programs which have been funded by OEO, one in Appalachia, which is currently in operation; another in the New England States; and a third in Pennsylvania, union men, and women, are being given training to enable them to participate in the OEO program in their home communities.

They are being given specific information about the war on poverty and its programs. They are being taught how to help citizens groups apply for Federal funds when such funds are available to meet specific local problems. They are being taught the skills needed to help poor people get together in their neighborhoods to discuss and seek solutions to their problems. They will also train other union members for active participation in community action programs.

In the Appalachian region where 104 of the unionists have completed their training course, these men and women have gone back home and provided a leavening in the community for citizen action through Community Action agencies.

We can look for similar results from the New England and the Pennsylvania projects. We feel that these projects, by injecting trained and dedicated people into the community action program, will be of invaluable help in carrying forward local action in the antipoverty war.

In 1964, President Meany heartily endorsed the provision which called for Federal assistance up to 90 percent of funding for local community action programs. The experience of local labor leaders who have participated in literally hundreds of local CAP agencies, emphasizes the validity of our support of the 90-percent Federal contribution.

Unfortunately, the Economic Opportunity Amendments of 1966 call for the lowering of Federal contribution to community action programs from the present 90-percent level to 80 percent after June 30, 1967. This amounts to a 100-percent increase for local communities wishing to participate in community action programs.

Such an increased local contribution would create a severe hardship for the poorer urban communities, for many rural areas, and for many smaller communities. For the larger cities with many poor neighborhoods, this increase would severely limit the residents of these poverty areas from developing new and needed programs.

As we have already indicated, the community action programs are an essential component of the war on poverty offering the opportunity

for involvement to all sectors of the community including the poor.

If the community action program is to maintain its catalytic effect; if it is to continue to create greater responsiveness to the needs of the poor in the local community, then it is essential that the present level of Federal contribution to local programs be maintained.

We urge this committee to restore the 90-percent Federal contribution to the Economic Opportunity Amendments of 1967.

Innovation in programing, new and better ways of helping the poor break the poverty cycle are essential if the war on poverty is to achieve its purpose. To meet this need adequate funds are required for demonstration and research purposes.

We are happy to support the administration's recommendation to increase the amount of funds available for demonstration and research purposes under the community action programs from 5 to 10 percent. We urge favorable action on this request by this committee.

One proposal for amending the Economic Opportunity Act of 1964 is not included in the bill under consideration. This is a proposal that seeks to provide \$60 million for day care services. The proposal would give preference to children from families on welfare in which a parent chooses to undertake education, training, or employment.

It further mandates maximum use of welfare recipients as sub-professional personnel in the staffing of these day care facilities.

This measure may well provide another way to reduce dependency on public welfare and we support this approach to the problem.

While substantial gains against poverty have been recorded, we know now that the eradication of poverty will not be achieved overnight.

I believe we all recognize now that we have to plan for a long war. In light of this, we strongly urge that the authorization for the anti-poverty program be made for more than 1 year and certainly no less than 2 years. This will permit OEO to plan more realistically both operationally and in program terms. We don't need an annual war of nerves in the war on poverty.

To win the war on poverty, much more needs to be done. If more is to be done, more money is essential. The war on poverty should be expanded. The proven programs should be extended. New programs should be developed to meet unmet needs. The administration's request for fiscal 1968 for \$2.06 billion represents a small step forward. But it is not enough.

In the face of 32 million persons living below the poverty level, this amount is woefully inadequate. More money is needed to expand such proven programs as Job Corps and Neighborhood Youth Corps, more money is needed for the community action program, for VISTA, for migrant programs. The great need is to press the war on poverty with greater urgency on all fronts and with increased funds if we are to move the poor from their intolerable condition.

In our judgment, we can fulfill our commitments in Vietnam and elsewhere overseas and, at the same time, support the war on poverty more adequately than we are doing now. The resources proposed for allocation to the war on poverty are altogether inadequate in terms of both the need and our capabilities.

The war on poverty has stirred the hopes and aspirations of the poor all over America. The bright promise of a better life has given hope

to millions and already for thousands, indeed, tens of thousands, this promise has become a reality.

For the millions who are still trapped in the mire of poverty, this bright promise must not be allowed to be extinguished. These citizens who have found new hope must be encouraged to continue their efforts to build a better life for themselves.

We have all been distressed by the sorry rollover of American cities torn by the riots of the past few weeks. We certainly do not condone these riots. Stemming, as they do, from the conditions which exist in our urban ghettos, we feel there is added urgency for more adequate support for the war on poverty.

Our urban ghettos require a whole arsenal of programs to help people overcome the handicaps of poverty. The present level of OEO financing is certainly not adequate to meet the needs that exist in our centers of urban poverty.

We, therefore, urge that the level of funding for OEO be raised substantially to enable it to reach greater numbers of the poor.

President Meany said in his 1964 testimony:

When this country, through the Congress, appropriates money for education, for health, for the services and facilities the people need—yes, and for the jobs that result from all these—it is making the best of all possible investments.

We are here to urge you to expand this investment, an investment aimed at ending poverty in America.

Today, based on the experience of more than 21½ years, we repeat our request with even greater emphasis, “let us expand this investment.”

Chairman PERKINS. Let me compliment you, Mr. Biemiller, on an excellent statement.

I agree with your statement all the way through, including the last part of your statement to the effect we should expand the funds above the present proposal in 1967.

How far do you feel we should expand in order to effectively do something about the needs of the metropolitan areas and the rural areas of America to have a real impact on the root causes of the disturbances that are taking place at the present time?

Mr. BIEMILLER. Let me ask Mr. Rothman, who has been working in this field, to comment on that.

Mr. ROTHMAN. Mr. Chairman, we have deliberately refrained from putting a dollar figure on it. We think we could, but we feel that a great deal more has to be done in all areas whether they be rural or urban.

Chairman PERKINS. I agree with you but as an expert you have studied, I presume, have you not, and give us an idea of your best judgment.

Mr. ROTHMAN. We would say the programs could be extended to about 50 percent of the present recommendation, and this money could easily be usefully employed in all areas of the program, both rural and urban. This would be without waste.

I think what we are seeing now is the fact that these programs are not adequate to the need which exists in our urban poverty areas, that we are only scratching the surface and that we need to enlarge our programs tremendously.

I would say without waste we could put 50 percent over and above the present administration's recommendation to work usefully.

Chairman PERKINS. Do you feel that these programs more or less have served as a stabilizer to prevent rioting?

Mr. ROTHMAN. I would say they have, sir. Unfortunately, as we have said in our testimony, we have not reached down far enough. I think it is only as we reach really into the hard core of poverty in our ghettos can we really begin to develop the stable factors in the community that will eliminate the elements that are rioting.

I think we have to recognize that we are touching a lot of people but not nearly enough.

Chairman PERKINS. Mr. Biemiller, I notice you have made a strong pitch to keep the CAP program within the OEO and keep the programs all under one tent, so to speak.

Do you feel strongly that that is necessary?

Mr. BIEMILLER. Yes, and for the various reasons we have outlined in our testimony, we think it is essential that there be one focal point in the Government for the war on poverty. Obviously, we would expect the OEO to continue as it has been doing, that is, to utilize other agencies of government in the program.

I think, by and large, it has done this rather intelligently, but I repeat we feel very strongly there must be one focal point and that is the OEO.

Chairman PERKINS. I am well aware of the way in which it operates. There has been criticism from some groups, but just assume the OEO were transferred to the Department of HEW as proposed in the opportunity crusade.

How do you visualize the poor would be affected?

Mr. ROTHMAN. We feel that in the first place there would be no special pleader for the poor in the councils of government; that is, no department, no agency, no single unit that had the special responsibility.

HEW does a good job in this area, Labor does a good job, Agriculture does a good job but they have broad responsibilities. They have to serve the Nation as a whole and this makes sense, but we feel that the poor need a special pleader.

Secondly, we say that once these programs go into existing agencies, then they have to compete for budget, for staff, for the ear of the administration with other agencies that are ongoing which may not have the urgency in terms of meeting the needs of the poor.

We feel that because of this there has got to be one focal point in government that will direct its attention solely to the problems of the poor and do all it can to meet these problems.

Chairman PERKINS. Do you feel that OEO and the CAP programs as presently constituted are making progress to the extent possible up to the present time and has experience been gained where more progress will be made if given the opportunity to remain in existence?

Mr. ROTHMAN. Yes, sir. I think one of the things we have to recognize is the newness of the agency. It is not quite 3 years old, actually, in terms of its operational life, and we have to recognize that they have been in a sense a trial-and-error agency in the sense there has been no guideline laid down in the area in which they have been working.

Although this does not mean a lot of things have not been done in the antipoverity field because there have been.

I feel that based on their experience and their knowledge of how to work in local communities and working with people, and I am talking about CAP now, how to relate to the existing governments within the community and existing public and voluntary agencies and how to work with the poor themselves in the neighborhoods, I think they have learned all of this and this is a body of experience that we ought never let out of our grasp because I think for the poor this makes the difference between what we think of as a viable democracy and something else.

I think the "something else" we are seeing now erupting in the streets of our city, unfortunately, because when anger and frustration take over rather than the ability to work out your problems in sometimes heated conflict, to be sure, but nonetheless, working it out in eyeball to eyeball confrontation, I think we find there is a great difference.

We can make our local community action programs serve the needs of the poor and of the whole community. We have that experience now and I think we ought never let it out of our grasp.

Chairman PERKINS. The opportunity crusade proposes to take the operation of the Job Corps out of the hands of the Office of Economic Opportunity immediately and transfer it to the Office of Education to be operated as present vocational and training programs are operated and further, Job Corps funding would be cut back to \$105 million during the last fiscal year.

Do you see that as a move to help or cripple the program or just how do you view that?

Mr. ROTHMAN. I would like to say, sir, I feel the Job Corps as Mr. Biemiller indicated in his statement, is a program about which we think highly. We think highly of it because it has reached into the local community and taken from that community and put into a residential situation a type of boy or girl who was in a sense not at all the kind of boy or girl who could adequately fit into the kind of training programs, vocational training programs, I think, that we have ongoing in our communities.

Let me be clear. I think highly of our ongoing vocational programs. They meet a real need for a certain type of lad who comes from a rather stable background, who does not have the scars of deprivation all over him, who is able to adjust socially to his environment.

I think this is excellent for these particular kinds of people.

But I think we have to recognize, and this is particularly the genius of OEO. It reaches into the community and grasps these young people by the hand, puts them into a new environment, lets them get a new attitude toward themselves and toward work. Some of these kids have never known what work was. It begins to give them self-pride and lets them come out then, and then we hope they will then move into the productive process where they get jobs and become taxpaying citizens and not, incidentally, welfare clients—in other words, they become productive human beings giving back to society a part of what they earn rather than being a drain on society and producing nothing.

We see these as very special cases. As I said, this is the particular genius in this case of this program because it does reach this hard core of boys and girls who otherwise would be the kind of people that ultimately I am afraid would either be on our welfare rolls or be in our jails or in some way socially dependent.

Chairman PERKINS. In other words, you are saying the Job Corps reaches the hard-core youngster who is not presently being met by the vocational school?

Mr. ROTHMAN. Exactly. I want to emphasize we have no quarrel with existing vocational programs but this serves another purpose.

Chairman PERKINS. They just complement each other and there is no overlapping.

Do you feel the experience gained from the operation of the Job Corps will be of tremendous value to the residential centers that are in existence and which may be authorized for construction?

Mr. ROTHMAN. Yes, sir. I see the fact that some of these youngsters come out of the Job Corps and may very well go into vocational training, you see. They may then be adaptable to this kind of training.

Chairman PERKINS. Ordinarily with vocational training, the average training is about 1 year in high school and the children in the Job Corps are lacking in the basic education, coming from greatly disadvantaged backgrounds.

Mr. ROTHMAN. That is about as good a profile as anyone could give on the kind of kid that goes into the Job Corps.

Chairman PERKINS. Are you against spinning off these programs that you have enumerated in your statement today?

Mr. ROTHMAN. Are we opposed to spin-off?

Chairman PERKINS. Yes.

Mr. ROTHMAN. We are, indeed.

Chairman PERKINS. Tell us why. Tell us why in your own words, briefly.

Mr. ROTHMAN. We feel, again, the spin-off places or puts an agency into an existing department and we feel very frequently—I don't think we have a universal reason against spin-offs. The reasons will vary.

I think, for instance, Headstart is an innovative program and will continue to be innovative. Maybe it is a good idea that it stay in the hands of people who may not necessarily be "professional educators," not that we have anything against professional educators, but Headstart has been able to develop methods and approaches and programs that are particularly related to these kind of youngsters in this particular economic and social category of our country.

Therefore, we would see that program as being particularly unique within the OEO structure.

Now, that should be coordinated, I am sure, with ongoing educational programs. But the coordination with ongoing programs is one thing, but having it taken over and put under the administrative aegis of an ongoing agency is something else, and their attitudes and ideas and functions begin to show they are exactly the kind of innovation that has made these programs work.

Chairman PERKINS. Personally, I have always been in favor of strong law enforcement. I always did as vigorous and as effective a job as I could as a county attorney back home, but I want your views on the impact of the poverty program, the impact it would have if we made more funds available than the present proposal calls for.

In other words, what impact would those assumptions have on the rioting in this country in your judgment? Have we done enough? If we fail to act, what would be the consequences?

Mr. BIEMILLER. We certainly concur with your view that we want orderly law enforcement in the United States and we have no quarrel with your statement.

Not only in the poverty program have there not been sufficient funds but in many other programs there have not been sufficient funds to deal with the problems of your ghettos and particularly the urban ghettos.

The AFL-CIO has consistently been before this committee and other committees of Congress urging the appropriation of larger sums of money for various types of programs that will not only eliminate poverty but will improve the slum areas as well.

I was appalled at the wisecracking about the bill which I thought was one of the most important bills to come before this Congress—the rat control bill. I think it is a bad day when such examples are displayed with respect to the model cities, the wiping out of the rent supplemental programs, the cutbacks in the education program, if you will, Mr. Chairman, which is not the fault of this committee.

I am talking about the Congress as a whole. I think all of these cutbacks have had a very bad effect on the situation in our ghettos.

I deplore rioting as much as any man in America. I don't think it solves anything, but I am fearful that as long as the very deplorable conditions continue, both the physical conditions of our ghettos and the hopelessness of many of the people who live in the ghettos in terms of seeing any job opportunities that we have the kind of a situation that opposites to one of two things—either incident which no one can predict which will spark off the bad feeling which exists in these areas or the possibility of playing into the hands of professional agitators.

I am very disturbed at the statement I heard yesterday on TV by Stokeley Carmichael speaking from Cuba at a meeting Castro has called to promote guerrilla warfare in the Americas in which Stokeley Carmichael said he was going to try to organize guerrilla bands in the United States. Certainly we are against everything Castro stands for and we are against Mao-type communism as well as Soviet-type communism.

If we are going to allow the conditions that now continue in our ghettos, we will have an open invitation to the kind of thing that has been happening.

I, for one, and I know I speak for the labor movement on this, would implore the Congress to take a look at this problem of discontent and the reasons for that discontent in our urban areas and do everything possible to strengthen every program which in any way can cure the problems of our ghettos.

Chairman PERKINS. Would you care to comment, Mr. Rothman?

Mr. ROTHMAN. I would concur absolutely with everything Mr. Biemiller has said. I am quite in agreement with him.

Chairman PERKINS. Mr. Pucinski.

Mr. PUCINSKI. I certainly want to congratulate you on this excellent statement. As a matter of fact, I am going to depart from custom since your statement is in the record and I am going to put this statement in the Congressional Record today.

While the politicians are arguing all over the country as to who is responsible for what is happening in the cities, you have come forth with a constructive program, and I agree with you.

I have asked the chairman to order round-the-clock hearings on this bill and it would be my hope that we could triple the amount of money in this bill.

I think this Nation should go to \$8 billion and face up to the fact that this is the only way we are going to bring some order out of chaos in these communities. If it means stripping the space program and cutting the fat out of the defense program and if it means reducing foreign aid, I am for it, because right now the crisis is in our cities. I think the American people would be for it, too.

You have made an excellent statement calling our attention to the fact that unemployment among Negro boys is 31 percent and among Negro girls it is 46 percent.

As I read your statement and look to my own personal experience with this problem, I come to the conclusion there are four elements: one, the staggering unemployment in the ghetto; two, the indescribable slum problems; three, the unendurable heat where houses virtually become ovens in the heat of summer—I leave Chicago on a late plane and when I get to Washington late Sunday night as I drive past some of the housing units, I see people sitting out in front of their homes at 2 and 3 o'clock in the morning and little children who should have been sleeping 4 or 5 hours sitting out on the steps because it is just too hot to go into that house—and four, I believe, is the abysmal and total since of hopelessness that exists in many of these communities.

I think these are the Four Horsemen of Apocalypse that are hitting American cities today. I think the formula for restoring peace to these cities is not more troops, obviously, but addressing ourselves to this problem.

I am willing to go to the floor with a triple amount for this bill. Of course, there have been shortcomings. We could sit here for the next 3 months and tell about some foolish OEO employee that might have done something irresponsible in Newark or some not too smart or bright boy doing something in some other city.

I hear in Newark in all of the chaos they have had there they picked up four youngsters that belong to the Job Corps. So the enemies of this program would like to indict the whole Job Corps because four youngsters have been picked up out of several thousands of people and have been arrested.

I am willing to go to the floor with this bill and I am willing to go to the floor with a triple amount and then let those who want to cut it, who want to trim it, who want to reshape it, who want to restall it, want to vote against it, let them take the responsibility for the chaos and the rioting in America. Let them take the responsibility for setting the stage for the Stokeley Carmichaels to make the kind of statements he made in Cuba.

I am going to speak on the subject on the floor this morning because this happens to be July 26, the great holiday of the Cuban July 26 movement, but it seems to me, Mr. Biemiller, you have come here and given us the hard facts.

I think one of the most important elements of your statement is what you describe as now existing in Watts.

Not too long ago the whole country was shocked with the uprising there. It is true. I have talked to Congressman Hawkins, who comes from the area. A lot of things should have been done 6, 8, 10 years ago.

We have a way of responding to these crises instead of anticipating them.

I think here is a chance for the Congress of the United States, for both parties, to join forces. If there is something wrong in the poverty program, let's clean it up.

I also suggested to the President today that he call a summit meeting of Mr. Weaver, Mr. Wirtz, Mr. Gardner, Mr. Howe, and Mr. Shriver, this committee, the House Banking Committee, the Appropriations Committee of the Senate to take a look at this whole program and let's get the redtape out of the way.

A lot of these bureaucrats around here are sitting on requests, crossing every t and dotting every i. We have programs, there are formulas in America. This poverty program has done a great deal already.

It seems to me if we move these things forward and move into these cities, if nothing else the hot summer of 1967 has demonstrated to me that we can no longer wait. People living in the ghettos see on television the good things of life. They see in the newspapers, they see in magazines the good things in life and then they go into their slums and their ghettos and it does not take much from agitators like Stokeley Carmichael and the fellow in Cambridge yesterday. It does not take much to trigger people off.

People in these ghettos live under deplorable conditions 24 hours a day. So I say to you, Mr. Biemiller, your statement is one of the most significant to come before this committee and I hope the President and every Member of Congress will read it in the record and I hope we will respond and respond quickly and effectively.

For that reason I renew my earlier request. I think we ought to have round-the-clock hearings, get this bill cleaned up. If there are some shortcomings in it, correct them; and take this bill to the floor and show the people in these various areas that this country and this Government does care, that this Government is going to respond and eliminate the causes before we have any more eruptions.

It is significant to me that in many parts of the country where the poverty program has been working well, and there are many such parts in this country, we have not had disturbances. I think we can prove and it is our hopeful intention to get this information together. In those areas of the country where there has been effective leadership and effective programs with everybody working together, with the programs under our model cities moving into force, poverty moving into force, education moving into force, Job Corps, USES, job training where you have effective leadership where all of these have merged together, these programs have served as a stabilizer and have actually helped avoid much of the chaos we are seeing in the cities today.

I agree with you and I think now after 2½ years' experience the guidelines have been set, we know pretty well what we are doing, local communities know what they are doing, everybody has pretty much adjusted to the programs and for our good friend on the other side now to come along and completely overhaul this program would mean 2 or 3 more years of indecision, chaos, confusion.

I say you have a good program here right now and it is working. In your statement about Watts, Mr. Biemiller, you state, "Some of these kids were the looters, the burners, the kids who started the riot. Now they say to me, 'We don't want to do anything in this community

to mess it up no more.' Now they say it is our program, it is our community."

Our good friend, who wants to rewrite this bill now, regardless of how well meaning he is, would add more confusion and indecision. I say let's go with the bill we have now. It is doing the job, let's correct the shortcomings that exist, and let's get moving.

Mr. BIEMILLER. I think you have made a very correct and eloquent statement about the situation as it exists and certainly the thrust of our entire argument is to the same point.

We think just because here and there you can show some flaw in the program does not mean you kill the whole program or try to revamp it and take another 3 or 4 years to see where it goes.

I think you are quite right that the OEO through the executive office could get even a better integration than it has now. There are other programs which work which are doing a very fine job.

Let me just cite one along the lines of what you are talking about.

Under the MDTA program there is some excellent training going on. Our labor union at Santa Rosa, Calif., is running a program for power men which is particularly important in the roadbuilding industry. They have now had 240 boys go through that experience there, everyone of whom was either a dropout or a juvenile delinquent, picked up purposely this kind of person. One person has dropped out of this program and the others are at work and again have become very useful members of society.

I think this is the kind of thing that you say that not only in the poverty program in its narrow sense but in the broader sense of the war on poverty, if you can give these poor kids who have had all kinds of bad experiences, a real opportunity with a chance of becoming a useful citizen, they will become just as good Americans as you and I are.

Mr. PUCINSKI. I think it is important to remember that this program suffered its greatest criticism during the early formative years. The guidelines were not clear. I am the first one to confess in the early years of this program various people came who tried to redo the whole of North America overnight, but I am rather encouraged by the fact that every major newspaper in this country has at some time or other in the last year completed a rather intensive study of the program in their own community and has written a long series of articles.

When you read them they all tend to agree despite some faults here and there, minor in nature, the basic approach is the only approach if we are going to reduce the number of people living in abject poverty I think the American people should know this.

The statistic you gave, about 25 percent of boys unemployed and 23 percent of girls unemployed, in the Negro community, you have a staggering 46 percent unemployed, and 31 percent Negro boys unemployed.

With that, how in the world can you avoid any kind of tension? How can you avoid these people being ready targets for the agitators and the instigators? It does not take much for a guy like Stokely Carmichael to get these people worked up. So I would say let's take this program and implement and improve it so we can remove the causes of tension.

Mr. BIEMILLER. This is certainly our contention, and may I say we are honored that you see fit to put the statement in the record, Mr. Congressman.

Mr. PUCINSKI. It is an excellent statement and it gives us a good working formula. Responsible citizens all over this country are asking what we can do and I think you spell it out in your statement today.

Chairman PERKINS. Mr. Meeds.

Mr. MEEDS. I apologize that I was not here to hear your oral testimony, Mr. Biemiller. I have had an opportunity to read through your prepared statement and I would like to take the opportunity to congratulate you on this statement and the people who obviously have done the background research that has gone into the preparation of the statement.

May I also congratulate the organization which you represent. Certainly you people are not Johnnies-come-lately to the war on poverty.

When you appear before this committee with the type of testimony that has been presented this morning, it is obvious that you speak with the authority and the voice of experience which we in the committee know you have.

I would like also to congratulate you. One of the things that stood out to me certainly was what the gentleman from Illinois brought out—the fact that you have done something about the Watts and the Newark and so on.

I congratulate you on that. We would like to see more of this not only by your organization but by other organizations.

There has been a good deal of talk in this committee and with various witnesses about the Job Corps; and I know you people are well acquainted with some of the operations of the Job Corps, the type of people going into and coming out of the Job Corps. There seems to be a rather concerted effort by the certainly well-meaning gentlemen on the other side of the aisle who would more or less make this an on-the-job training program by the thrust of their program.

Is it not true that there are a lot more things needed, supporting services to reach the type of people we are talking about, not that that should not be a part of it; but can we just turn this type of person over lock, stock, and barrel to private industry and say, "You transform this underprivileged hard-core unemployed dropout, overnight by simply having an on-the-job training program"? Isn't there a lot more needed than that?

Mr. BIEMILLER. If such an easy solution made sense there would be no point in having a war on poverty. Obviously, this is not the answer.

As Mr. Rothman and I have said here and I want to repeat it again, the Job Corps does as much a social program as it does a job training program and this, I think, is one of the great virtues of the Job Corps, that it does give the kid who has had no opportunity in probably more than half the cases has had brushes with the law, it gives him a chance to become a citizen, to get a feeling of responsibility, a feeling of participation in the life of our great Nation.

I think this is one of the great features of the Job Corps that has been overlooked. It is a tradition, by the way, that is rooted in American history. The CCC camps were a very comparable sort of thing, and I presume you have had the experience I have had of talking to many people who said the CCC was the thing that gave them an opportunity to get back into normal life.

One of your distinguished members, Congressman Blatnik, can tell you a great deal about the CCC camps. We were proud that Bob Hechter, head of the machinists union, headed the CCC.

Actually, the Job Corps concept has been expanded beyond the CCC concept, but this basic approach that you are trying to do a social salvage job as well as an economic training job is the reason we feel very strongly that not only should the Job Corps be continued but it ought to be extended.

Mr. MEEDS. I was very impressed by your statement here setting forth the precise reasons for your position against spin off.

I think this will probably turn into one of the most, if not the most, hotly debated topics of the whole war against poverty concept.

So I would like to go into those in more detail if I could.

You state that the OEO is the one Federal agency that clearly speaks for the poor within the Government. Do you mean we don't have agencies that are speaking for the poor within the Government?

Mr. ROTHMAN. Let me put it this way: Obviously, when the welfare administration speaks, it speaks for poor people. These are the poorest, if you will, in a sense. I am sure there are other groups within other departments that speak for poorer people, but there is no one who is concerned with the totality of the poor, of poverty.

This, it seems to me, is the problem that we have to recognize. When we set about as a national commitment to eradicate poverty from our midst we simply can't just parcel out to this department and say you deal with this, and you deal with this, and so on, without having some coordinating force within the Government which will attempt to pull together the various programs that are ongoing in terms of the totality of the war against poverty.

Mr. MEEDS. Do you agree with me that, if one can ascribe a prime reason to poverty in the United States, in all probability the greatest single factor in our failure to really do something about poverty prior to this time came from this precise reason you just stated.

In other words, poverty is a many-faceted thing, and we have had different agencies plowing away in their furrows all attacking different facets of this total problem and no one was concerned and no one was attacking the overall problem and coordinating all of these activities into a rifle shot directed against poverty, and that is what the OEO is doing now and has been doing.

Mr. ROTHMAN. Precisely. That is exactly why we support the OEO as the central, unifying, coordinating force. We hope they will do even a better job than they have done. We realize they have a lot of problems in this area. We are not being unduly critical of them, of course, but we feel this is really where the job needs to be done.

Mr. MEEDS. Another thing; and I am sure you have noticed it and certainly the members of this committee have noticed it, because we have received some pretty sharp blows on such things; what happens when the Federal Government or local government or State government gets people all worked up with a new program, a dramatic, dynamic new program, gets them enthused, gets them interested and then just suddenly drops them? I know what we hear about it, but what do you see?

Mr. ROTHMAN. Actually, this is the thing that ought never happen, especially when you are dealing with poor people. When a program is