

3668 ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

In Indiana, about 500 young people are being helped by the in-school and out-of-school programs in 42 rural counties. The Director reports that many of the boys, on the completion of their Youth Corps jobs, have been kept on the payroll of the state department or private industry for which they had been working under the Program.

In Wisconsin, 470 of the boys and girls in 17 counties have been enabled to stay in school or to find jobs. Typical of community response is a letter from City Clerk, Marcella B. Cook in Oconto, Wisconsin. She writes, "We had two girls working in our office in the in-school program since last summer . . . both girls have been cooperative and dependable . . . the City has benefited from their work since there was a heavy work load in this office due to federal projects and public construction". The Florence County, Wisconsin Highway Commissioner says "The value to the out-of-school program enrollees is tremendous because it makes him feel there is a place for him and something he can do . . . the values to the communities are impossible to measure in dollars."

In every instance, eventual job placement for the youngsters is the goal of the administrators. The young people while in the Corps work in a wide range of settings (hospitals, offices, factories and other industries) by no means limited to the schools or school systems. Although, it is true, that because many of the rural schools need help in personnel and materiel, some of the young people are placed in these positions when no private sector jobs are available. But the program is not strictly an educational program except as related to the education of working on the job.

The boys and girls, no matter where they are placed, acquire the habit of work with its attendant disciplines. This in itself is educational for the teenager who has known no responsibility, financial or otherwise. The program enables them to learn a little about budgeting and handling of their money and it also teaches them that full value must be given in return for their salaries.

Letters from administrators and young people themselves testify to the value of the programs. Here are some excerpts from letters received :

ASHLAND HIGH SCHOOL, ASHLAND, WISCONSIN

MAY 8, 1967 . . . "Several incidents during the year have brought out the good that can come from a program of this kind. One young man was able to stay in school when N.Y.C. earned money took over payment of debts that had forced him to decide to quit school. A mother expressing gratitude for this help in meeting the financial needs of a fatherless home. A young man, one of nine children, being able to hold up his head before and gain some measure of respect from a tyrant father. Up to this time this boy was very difficult to keep in school. These are only a few examples of ways this program has helped the school situation. I am sure there are many others.

"As one who has the responsibility for the local administration of this program. I must say that I am grateful to the Wisconsin Farmers Union for the way they have handled their end. The work of administration at the local level has been kept at a minimum. The program has not suffered at any time due to administrative expediency.

"Sincerely yours,

"EUGENE STAUFFER."

OFFICE OF THE SHERIFF, MARINETTE, WISCONSIN

APRIL 27, 1967 . . . "I must say that at first I was quite reluctant to enter into this program as a sponsor. However, after being involved with one of the enrollees, it is my opinion that, the benefits derived for both sponsor and enrollee are beyond compare in this type of program. Our present enrollee has just filed a termination notice, because she is taking a position with a local firm. I would like to believe that your program made this possible for her to stay in school, finish her education and come out of school with a future to look forward to.

"Very truly yours,

"DONALD A. WITT."

SHELL LAKE PUBLIC SCHOOLS, SHELL LAKE, WISCONSIN

MAY 1, 1967 . . . "The five enrollees in our school at Shell Lake seemed to become more conscientious as students. It seems that some of them for the first time had to learn to budget their time. For the first time, some of these students had to be at a designated place at a certain time to start work.

"Sincerely,

"NORBERT KINNICK."