

3724 ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

are now very few training programs. More recently it has become apparent that the recruiting of indigenous personnel, many of them with very poor backgrounds, may provide an extra dimension for public schools in disadvantaged areas which is of unique value. I am sure your Committee is aware of the successful experiments along these lines.

From the point of view of educational manpower and efficiency the provisions of the Section of the proposed Title I of the EOA entitled "Community Employment and Training Programs" are very promising ones and deserve your Committee's and the Congress' support.

Yours sincerely,

EDWARD T. LADD,
Director.

SAN JOSE, CALIF., *July 17, 1967.*

Representative CARL D. PERKINS,
Washington, D.C.

DEAR MR. PERKINS: I am writing to urge your support of the OEO and the EOA Amendments of 1967.

While these programs in the very nature of their uniqueness have had problems of various kinds which should continue to be corrected, it is this uniqueness which has provided so much opportunity for EOC successes in the Santa Clara Valley. Cutting back or transferring the programs to other departments of government would not be the answer at this time.

One of the most successful EOC programs has been the Area Service Centers. The nine Centers have developed some innovative solutions to their own particular needs as well as continuing to try to find solutions. Providing job training in conjunction with the needs of local business men, classes in English, literacy, consumer advice, legal aid, day care centers have been very helpful.

To me the very best thing about the OEO-CAP has been the spark it has provided for the poor to learn how to help themselves as in the ASC and for the rest of the community to really see these problems and to do something about them ourselves. The attitude of the community and its newspapers has perceptibly changed for the better toward our poor and minority problems. We still have a long way to go toward feeling the responsibility for helping the poor help themselves, and to cut back OEO-CAP funds at this point would stop us just as we are getting started. Thank you.

Sincerely yours,

Mrs. D. E. LARSON.

DETROIT, MICH., *July 18, 1967.*

HON. CARL PERKINS,
Chairman, House Committee on Education and Labor,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: I am writing in support of the New Careers provision in the Economic Opportunity Act, now before your Committee. The total EOA program has made a definite impact on the total Detroit community. Hopefully, the legislation will be extended and fully funded to permit an even greater impact on those problems it was designed to meet.

For most of the past decade, the Detroit Public Schools have been using paraprofessionals in an increasing number of ways in the classrooms. Lay readers, lunchroom aides, volunteer tutors, teacher aides, hall guards, school-community aides, and many other types of paraprofessionals have been employed in increasing numbers and for an increasing variety of tasks. This use of paraprofessionals has offered one of the best opportunities of the past century to make the teachers' role manageable.

Detroit schools have experimented with saturating individual schools with aides and have planned and launched training programs for aides. These training programs must be continued and expanded for both teachers and aides if the Detroit schools' paraprofessional program is to reach its full potential.

The experience of the school system with the utilization of paraprofessionals has demonstrated their value to both the students and the paraprofessionals. A number of tutorial and teacher aides noted the fact that they had, through teaching the students, learned methods and the use of materials they had not really mastered when they themselves were students.