

as these people have in the past through the language barrier and an almost complete lack of education which was considered a matter of course because of their almost total participation in field work. The community has a responsibility to do all that is possible to absorb them in the new technically trained work force that is needed for our new industrial complex. All of the new federal programs are remedial: an indication that problems do exist, and that the present structure of the County, from the schools through job training and employment, is not capable of effecting a solution without outside impetus and financial aid.

We have a 30% dropout rate in our County schools. Can we continue to allow this in a highly industrialized center that demands high school graduation before acceptance at the lowest job entry level? Heretofore, the fault has been made to lie with the dropout, with no thought given by the power structure to the underlying causes of unceasing poverty, bad housing, chronic ill health, and a language barrier. Mexican-American children who are told that it is "their problem to learn English and keep up with the rest of the class" accept this as proof that the power structure has the same indifference for them that has been shown to their families in the past through job, training and housing discrimination.

The Mexican-American has been accused here of not being interested in job training through the Job Corps. Many have refused to join the call to train through a Center in Oregon. But here, again, another facet of the Mexican-American personality is the unlooked-for reason: in the closely-knit family structure of their society, the family is reluctant to see the youth, especially girls, leave home for training in a distant location. Note, that they were not asked to train at Camp Parks in Pleasanton, less than an hour's driving time from Santa Clara County, in mechanical and technical trades, but instead were assigned to field work training at the agricultural Center in Oregon.

The League made several tours of the Job Corps Center at Pleasanton, California, and was much impressed with several innovative aspects of the training there. Basic skills training was an integral part of the training in small classes that were geared specifically to produce men who could hold a job, understand instructions given them on a job, and communicate with the foreman and with fellow employees. These intensive efforts could effect a two-year rise in their reading and comprehension level in less than two months. Examinations were given every two weeks in every class, basic skills and vocational, so that failures were always noted and made to repeat the work of those two weeks then and there, without the waste of finishing a semester's work and waiting weeks to begin it all over again. The rigid semester's pattern, starting times, school text materials designed for a middle class audience were scrapped at the doors, and the entire procedure was designed around the special needs of the admitted "dregs of society." Perhaps it is costly; perhaps mistakes were made. But society cannot afford to maintain dregs—we need new, innovative programs to elevate these misfits into a society for which the day of the low skilled worker is long gone. These boys at Pleasanton were working hard, and they were interested in what they were doing. Frictions and misunderstandings within the communities near the Centers are due to the reluctance of those communities to accept the boys and their aims, not the other way around.

The vocational classes were profiting from a mistake long made in vocational training: men must have access to the best of equipment, new machines and training methods, in order that no time is wasted in their training, and industry is not duped into hiring them for a job only to discover they must retrain them for jobs the school claimed they had been doing. Again, this is costly; but the community needs trained workers, and we need these people reclaimed and trained into these workers. We do not want or need them as welfare recipients. In Santa Clara County, facilities to train the hard-core unemployed are almost non-existent. Training facilities here are provided only for the few apprentices already accepted into the unions. Until the community faces up to its responsibility to train all who need it, we will desperately need federally financed training facilities such as the Job Corps Centers.

A well-planned and managed work experience program for young people has started here for those in high school. So far, it has not reached the minorities or the high school dropout. An attempt to fill this vacuum has been made by the Neighborhood Youth Corps, and in Santa Clara County this program is working very well. Mexican-American and Negro youngsters make up the bulk of those in the program here. Members of the League have interviewed NYC workers, and the people who have hired them, and the report is overwhelmingly in the majority that these young people have been turned from "problem cases"