

training are not producing persons capable of functioning effectively with ghetto populations. The "New Career" approach draws from a wider universe of persons and keeps people in training for a longer period of time.

There is not one solution to Education Profession Development. The New Career approach offers a total alternative. There is need for less ambitious undertakings. The non-professional now on the job needs considerable in-service training and amendments to Title V which would allow higher education institutions or other qualified agencies to offer this service directly, or would train teachers to perform this task, who in turn would train the non-professionals, would lead to better school programming. The more such programs offer opportunity for career growth, the more valuable the program will be in the future.

Education is hampered by developing adequate manpower. It is also hampered by the barriers facing disadvantaged youth. Title IV has attempted to eliminate some of those obstacles, yet many problems remain.

Some of these problems have come to my attention in my role as Director of Upward Bound programs at the University of Oregon. One project involves bridging disadvantaged high school graduates into the University. It is not easy for many students who are economically well situated and academically prepared to successfully make the transition from high school to college. For poor youth this is an enormously difficult proposition. The lack of funds is a major handicap. Costs of college living in recent years have escalated and while wages for college students have also increased, the increase has not kept pace with living expense and other costs.

Any amendments which increase work-study benefits and allow these funds to be used as matching funds for educational opportunity grants will ease the situation for poverty stricken youth.

But economic support is not enough help for disadvantaged youth. There is also the need for academic and social support of disadvantaged youth. Very few are ready for the demands of college or university. They need more counseling and academic assistance than their more favored counterparts. If \$30,000,000 is to be spent on summer programs to prepare students for college. (Upward Bound under OEO) at least twice that amount will be necessary to enable students to survive the first year of college. Amendments to Section 408 would allow universities to offer this special assistance would permit many more youth to escape a ghetto existence through college matriculation.

I have concentrated on two major areas—amendments to Title V, which would support the notion that adequate manpower in education can be met by dividing the teacher function into a graduation of more challenging roles and would provide support for training at every level of teaching activity and, amendments to Title IV, which would make it possible for more deserving poor youth to negotiate a university experience.

Madam Chairman, I appreciate the opportunity to present my views and I hope that they will be of some assistance to you and your committee in your deliberations.

Mr. ERLNBORN. Thank you, Mr. Pearl, for your fine statement. I have no questions at this time.

Dr. MARS. Mr. Adkins is next, sir.

Dr. ADKINS. I am Edward Adkins, director of research and academic programs development at Temple University, in Philadelphia. Prior to undertaking my present assignment I had been dean or vice president of academic affairs in three institutions of higher education over a period of 17 years. It is on the basis of this experience that I speak to you today.

I will limit my oral testimony to two points basically. I would like to talk for a few minutes about these points raised by my colleagues having to do with institutional-type grants as opposed to the project-type grants and so on.

Several things are happening in our institutions and I am speaking particularly to the need in the usual environment. It seems to me that we need a massive injection of funds, oftentimes the heart of our program may well be education when we attack the problem of ghetto.