

I want to express my appreciation for your being here. I would like to discuss some broader interpretations. To what degree should we move ahead to a program for giving aid for students in higher education in specific programs of work-study and aid to disadvantaged youth?

Should our interest in the next decade be toward a broader scope or should we be concerned with a limited work-study program for the disadvantaged?

Dr. COLLINS. I am not sure I understand your question.

Mr. ESCH. Should we consider a movement for higher education to be given to all students who can qualify? Do you think we should have a broad Federal program for support to such students as the disadvantaged?

Dr. COLLINS. You would set as a goal universal free higher education?

Mr. ESCH. I did not but I wondered what the philosophy was among the group.

Dr. COLLINS. Let me respond. As an individual, I will be disagreed with, but I think there is a contradiction in terms of the proposal, if I understand it, education which is universal is not higher.

Mr. ESCH. Anyone else want to comment?

Dr. PEARL. Education that is not universal is not necessarily higher.

Dr. COLLINS. That is right.

Dr. PEARL. I would not be for it for the simple reason I don't think you could do it and I think you would end up having the same kind of discriminatory education we have now. I think we owe more to disadvantaged youth than we are now giving them.

One of the problems we are having with all youth, rich and poor alike, is the problem we put them on the shelf for 20-some years before they do anything.

Society says you can't do anything until you have had 3, 4, 6, or 9 years of schooling after high school. These youths have never had the opportunity to participate. I would like the meaningful proposition of participating while you are getting college credits in lieu of just being a passing absorber of education.

Mr. ESCH. Anyone else?

Dr. SACHS. I would say a work-study program and something involving students in something more than just an opportunity to earn money while going to school.

Mr. ESCH. One question relates to the great dichotomy of the Office of Education and the Health, Education, and Welfare Department and it is reflected sometimes in prolific programs, very diversified in nature, dealing with the problems of deprived youth.

To what degree do you see as a problem, the need to coordinate programs between the Department of Labor and Health, Education, and Welfare?

Dr. ADKINS. Most of my testimony was on this particular point a few minutes ago and I for one, here this morning, feel this is one of the greatest deterrents to mounting a major program which might help solve some of these enormous problems in our cities.

Unless we can find a way to coordinate the many, many bureaus, agencies, and foundations, so that they can all be brought to bear on a major problem, a big one, then we will continue to have trouble.