

office workers, and you do not have the other workers which a growing economy needs and you are adding to inflation.

Representative GRIFFITHS. Of course, those few that are left get as much money as they can. If you all of a sudden had 100,000 new secretaries put on the market, you might cut the price.

Mr. FIRCH. I suppose this session should not conclude without paying some obeisance to the usual complaint against the public schools. After all, these 30,000 dropouts are, at least in large part, the result of the breakdown of the public education system. Although the cost per kid is now up somewhere around \$1,500 per year—it has doubled in the last 10 years—all the evidence that I can see is that the product has gotten worse. The dropout rate has increased; there is too little attempt to find out what the occupational needs of the city are and to fashion training programs to meet them; there is still no very substantial effort to do the things which are necessary to get the community involved in education. We are now at a stage when the Board of Education is busy fighting with the communities. This, more than anything else we have been talking about, is the source of the difficulty, not only in New York but in any other large city I know.

Representative GRIFFITHS. Part of the problem is that we are still living in a world that has passed. Education probably never was good enough for it in the first place, but it certainly does not meet today's needs. We are not realizing how badly families are broken up and how much a family used to teach a child that is no longer possible within that family. But this is the same thing that is wrong with the welfare system. So that we need to rethink the whole thing.

I want to thank each of you for being present here today and adding your own bit to our new look at it.

(Whereupon, at 12:05 p.m., the committee recessed, to resume at 10 a.m. Thursday, June 20, in room S-407, the Capitol.)