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come to realize that such adults are really interested in them. They respond favorably and are learning something about people different than themselves. Many adults have been noted to start plantings after observing the results of youth plantings and in other ways to evidence greater pride in, and a sense of responsibility for their properties and for the neighborhood. This is another value of this program. For arousing community interest and support, it is probably the best program we have to start with in a disadvantaged area.

C. Training Neighborhood Youth Corps workers

One county, with the assistance of a College of Home Economics Extension Faculty member, conducted a four-weeks course in Money Management for 110 youth in the Neighborhood Youth Corps. In another county, the 4-H staff assisted the director of the Youth Corps in developing an overall training program. In a number of counties, Youth Corps workers have been assigned to assist with the 4-H program. In every instance, the directors of the Youth Corps have been more than pleased with the on-the-job training provided by the 4-H staff and the kinds of assignments and experiences given the youth which aid their own growth and development. For the most part these experiences are in working with young boys and girls.

D. Job readiness program

In one county, a 12-weeks job readiness program is conducted with high school girls in a low-income area. In this, some basic nutrition is related to health, appearance and the getting and holding of a job. Similarly, the work in textiles and clothing, personal appearance and grooming is related to employment. In addition, women employed in a variety of occupations and a variety of levels of position are brought in to talk with the girls. These ladies have different levels of educational achievement and have gained their education and training different ways. So the girls learn more about more employment possibilities, the education needed and of educational and training opportunities beyond high school. Employment Service people tell of their services and work with the girls on preparing for and conducting oneself at an employment interview. Thus the girls learn some of the means for seeking employment and the skills for applying for employment.

e. The 4-H project work

For youth reached in the on-going 4-H program and for most of the more specifically designed program efforts, 4-H projects are the major core around which are built a variety of meaningful learning experiences. Even more than other children and youth of similar ages, these disadvantaged youth learn best through physical activity which includes the manipulation of objects. This is essential to stimulating intellectual activity. Among the many other values, the 4-H projects provide such activity. In general, fewer and more carefully selected projects are offered to these youth. For farm and rural youth, projects which add to the family food supply, or which add to the improvement or the beauty of the home both inside and out-of-doors, or which may be income producing, or which may save the family money, are most commonly offered. For older farm and rural youth, projects which may provide some employable skills, such as the tractor and the automotive safety and care projects, are offered.

Popular projects with the city youth include those of the floriculture and ornamental horticulture program, the Handyman or woodworking, electrical, entomology, incubation and embryology. Because of their direct relationship to employment opportunities, some work in electronics and Junior Chefs are offered middle and older teenage

youth. The photography project also is important in this respect. The foods and clothing projects are popular. It takes more skill in selling home improvement work and even more the management projects even though the management of their present resources is one of their greatest needs. We cannot report much progress in this area yet.

PEOPLE IN THE PROGRAM

In my judgment, the lack of competent leadership in adequate numbers is the most important factor in limiting program efforts with the disadvantaged. At present we are still experimenting with different types of leadership and no one pattern has yet proven to be most effective. Indeed, I believe we will need to continue to have many kinds of people involved. Among those presently involved in leadership roles are some indigenous adults, indigenous older youth who are either 4-H members or are Neighborhood Youth Corps workers, special resource persons of special competencies who are brought in to teach one or more lessons, older 4-H members and leaders of the middle class group, VISTA workers, and in Buffalo and Syracuse, some paid non-professional workers who are indigenous to the neighborhood. We have found that frequently to obtain indigenous volunteer leaders, adults must first be taught before they will accept leadership. This certainly is understandable because no one accepts leadership without the security of knowing that one can do the job. To see the development of some of these adults is as thrilling as the development of youth.

THE NEXT STEPS

The survey responses from counties indicate that we may expect two major developments: (1) continuing increase in the numbers of youth participating; (2) more program efforts designed to meet specific needs in many of the counties now reaching such youth only through the on-going 4-H program. I doubt if there will be any marked increase in size of county staff to conduct program efforts with disadvantaged youth, or at least not any rapid increase. So we need to help agents incorporate some special and more meaningful learning experiences as a part of their on-going program efforts. As you can tell from this report, we are in the process of identifying some successful and effective programs, learning experiences, methods and the like. These need to be disseminated and discussed with county staff members. We need to develop plans for in-service educational programs. There are other needs which must be met to carry us forward with such program efforts but I have indicated those which seem to me should have the highest priority during the next 12 months.

UNITED NATIONS CONSIDERATION OF THE WAR IN VIETNAM

Mr. MONDALE, Mr. President, a number of Senators have suggested during the past few days that the United Nations should take up the question of the war in Vietnam as soon as possible after this coming Sunday's elections. I commend this initiative, and I wish to join it today.

Early in June, I wrote to Ambassador Arthur J. Goldberg to express my hope that the climate created by a successful cease-fire effort in the Middle East could lead to a similar resolution for Vietnam. As a result of the current discussion of possible U.N. involvement in the Vietnam crisis, I have written again to Ambassador Goldberg to suggest that U.N. discussions might help create a climate in which a means could be found to allow this new South Vietnamese Government

to develop without the tragic environment of war.

I know that there are great problems to be solved if productive discussions on Vietnam are to take place in the United Nations. But our private initiatives remain unproductive, and the danger of international catastrophe has increased since June. I believe we ought to make another attempt in the United Nations.

Mr. President, I ask unanimous consent that the text of my letter to Ambassador Goldberg dated today be printed in the RECORD.

There being no objection, the letter was ordered to be printed in the RECORD, as follows:

U.S. SENATE,

Washington, D.C., August 30, 1967.

HON. ARTHUR GOLDBERG,
U.S. Ambassador to the United Nations,
New York, N.Y.

DEAR AMBASSADOR GOLDBERG: Early in June, at the time of the successful United Nations resolution to end hostilities in the Middle East, I wrote to you to urge your effort to bring about a U.N. cease-fire in Vietnam as well. I appreciated your kind response and assurance that you would remain alert to any possibilities which might develop.

During the past week, a number of my colleagues in the Senate have urged that the United Nations take up the question of the war in Vietnam as soon as possible after the new South Vietnamese government takes office. While I recognize the many difficulties that such consideration would face in the Security Council or the General Assembly, I do want to repeat my own feeling that this conflict deserves attention in the highest available forum.

Even inconclusive debate in the body which represents the world's hope for peace through law would add something, I believe, to consideration of this vital question. But I remain hopeful that a formal hearing before an independent forum might create a climate in which a means could be found to allow this new South Vietnamese government to develop without the terrible and tragic environment of pitched battle.

I also understand the risk that weeks or months of mutual recrimination might worsen the cleavage that presently exists. But I believe we must be prepared to take that risk, since private initiatives continue to be unproductive in results.

I suggested in my previous letter that the overriding consideration is the necessity to avert world catastrophe. I also indicated my belief that an agreement to end the fighting in Southeast Asia in the name of world peace would be an enormous contribution to the safety of the world. The danger has increased since then, and so, therefore, has the potential contribution of U.N. consideration to world safety.

With warmest regards.

Sincerely,

WALTER F. MONDALE.

VIETNAM AND THE UNITED NATIONS

Mr. SYMINGTON, Mr. President, last Monday, the majority leader jointly with a dozen other Senators strongly urged that the United Nations assume its responsibilities in connection with the war in Vietnam. I was unable to be on the floor of the Senate at that time because my attendance was required at an important committee hearing; however, I want to join the majority leader and my other colleagues in this significant effort.

I fully and wholeheartedly endorse this position. An initiative by the United Na-