

APPENDIX
to
FINAL REPORT OF
FARM WORKERS OPPORTUNITY PROJECT



TO SEE WHAT LOVE CAN DO

AMERICAN FRIENDS SERVICE COMMITTEE

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APPENDIX

to

FINAL REPORT OF THE FARM WORKERS OPPORTUNITY PROJECT

P R E F A C E

Note:

This report on a special manpower project was prepared under a contract with the Office of Manpower, Policy, Evaluation and Research, U.S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their judgment freely. Therefore points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

This report is the result of a team effort by Dr. Mary Norment, (Appendix A), Nicholas Seidita (Appendix B), and Peter Lauwerys (Appendix C and Appendix D), on behalf of the Farm Workers Opportunity Project, Oxnard, California.

July, 1968

APPENDIX TO

FINAL REPORT OF THE FARM WORKERS OPPORTUNITY PROJECT

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APPENDIX A

Medical Screening Program of 123 Trainees of the Farm Workers Opportunity Project

by

Dr. Mary Norment

Pre-medical screening was given to about half of the 125 students examined by this doctor, which was conducted by an efficient team of medical students from the University of Southern California's School of Medicine. However, this group's inability to continue the screening posed a problem for the examining doctor to get to the root of what physical ailments might have needed special attention. This doctor will strongly recommend future projects obtain medical histories of the students prior to their visit to the examining doctor. This will facilitate the doctor's examination in prescribing or correcting known physical conditions which may tend to hamper the student's ability to absorb the course given for his benefit. When the task force of USC's pre-med students were forced to discontinue their project, this caused an added burden on the doctor, who then became counselor, interviewer and examining physician.

Medical examinations were usually conducted with groups of five or six, beginning at 1:00 p.m. through 7:00 p.m. Examinations began in November 1965 and continued through March 1966. We therefore suggest the procedure of small groups be established for future examinations.

On a constructive note, it seems that much of the medical advantages in the program we feel were lost due to no follow-up medical care or treatment being given as a part of the regular program procedures. It should be an established procedure, in

the event a trainee should obtain the recommended treatment by another doctor, the examining doctor should be notified.

This evaluation is based upon the personal contact and conversations held with each student while medically examining them, which included 125 cases.

Language barriers became an added burden, especially if the staff counselors were not bi-lingual.

The examined trainees were aged from 32 to 60 years. The average time devoted to an individual examination usually took anywhere from 30 minutes to an hour. The lengthy examinations usually were devoted to reassuring the wary of the necessity of proper health and dispelling the sometimes natural fear of the cost of such medical attention. Often when the trainees learned that this medical attention was at the expense of the program, much progress was accomplished getting to the bottom of physical defects if any.

A majority of the enrollees examined were of Mexican-American descent, seven white and no Negroes. Noticeably, most of those speaking Spanish only, at first, were somewhat hesitant and withdrawn, and reluctant to answer questions about their physical condition, but when prompted by one of the counselors they became friendly and cooperative. They put to good use their newly acquired English words received in their class and seemingly took a delight in conversing in their limited English.

About ten percent are now regular patients of this doctor not solely because of any ailments but as casual drop-ins to either practice their English or give us a lesson in Spanish.

Of the 125 students examined, the most common ailment was dental caries, with a few suffering asthma, eye defects, obesity and hypertension. Very few were found to have diseases of the skin, bone or muscle. Two cardiac cases were noted and recommended for follow-up care. Several thyroid and menopausal symptoms were also noted and referrals made or recommended. Before the classes advanced more than two

months, these cases were either arrested or sufficiently improved to allow the student to continue classes. Rare diseases discovered among this group were:

tumor of tongue
psoriasis of the hands
pemphigus

Generally, from the medical examinations of farm workers, it can be concluded that many of them need other tests such as chest x-rays, e.c.g.s. and other indicated laboratory tests. Also, from the percentage of bad teeth found, it is recommended that there should be a great deal of special attention given to follow-up dental care. From a medical standpoint, we would attribute the bad teeth conditions of those workers to very poor diets. To correct this condition, we strongly suggest for future projects an expert nutritionist be engaged either as regular staff person or as a consultant.

Another defect needing special attention was the number of visual abnormalities, which should be examined first by an ophthalmologist. Poor eyesight can be a hindrance in learning. Hence the need of an eye specialist where eyeglasses were not the sole handicap of the students.

Narcotics Indication of drug addiction was noticed among about 20% of one class. Questions were raised and the responses elicited were mostly, "from frustration" due to inability to find work, especially where no English was spoken. Other responses elicited were idleness, indifference shown by employers, imaginary or otherwise, to their economic and health needs, both toward themselves and families. In one isolated case, a young man gave as his reason for the use of drugs that his older brother, returning from the Army, had given him his initial taste on a dare and from this incident he had acquired the habit to a minor degree.

RECOMMENDATIONS

Much of the medical advantages in the Farm Workers Opportunity Project we feel were lost due to no follow-up medical care or treatment. Only through students who returned on their own were we able to know whether follow-up treatment had been complied with or not.

Like many of the demonstration or experimental programs initiated by the Farm Workers Opportunity Project, there are many areas from a medical standpoint that need to be expanded. In this particular study we found that the medical care follow-up in particular is needed, desired and necessary, but here no action was taken other than on a voluntary basis by the participants themselves who were concerned with their own personal physical conditions.

A voluntary or paid staff should be engaged to obtain medical histories prior to the initial doctor's visit. This will enable a more thorough examination, especially where there are indications it is needed, by the examining physician.

A closer contact should be made and kept with governmental health agencies.

Each center's staff of counselors should receive extensive inservice as well as pre-service training, with emphasis on medical care and medical procedures. It seems to us, such training sessions could be of a tremendous aid to the counselors in analyzing and checking the follow-up medical care recommended by the examining physician, for the students as well as their families. The knowledge and experience gained by the counselors can be passed on to the students and could be of a great help in overcoming the foreign students', especially, misapprehension of a doctor.

The counselors and caseworkers should be sensitized to the broad outlines of the problems which should be examined during the ensuing sessions of the student trainee.

For future projects of this nature, the suggestion of obtaining prior medical histories of students stresses the need of preventive medicine both for adults and children of the enrollees. Preventive medicine can be part of the regular curriculum and stressed when consultants and other professionals are lecturing, particularly for periodic health check-ups and health care.

In areas of rural and isolated communities as in Ventura County, medical and health care should be taken directly to the migrant workers. Clinics and hospitals

should be constructed in or near target areas. This way medical, dental and health care can be easily accessible to the people. Due to the long hours the farm worker must work and distances he travels, it is difficult for them to obtain medical care even in an emergency. In addition to medical centers, child care centers can be erected in farm labor camps where working mothers can leave their children while working in the fields; this way a double service can be rendered to the parent and to the children. Included in the health care program certainly should be all facets of health: dental, psychological, nutritional, and hygienic.

The clinic and/or hospital should have a thoroughly integrated staff of professionals and volunteers. In Ventura County good human relations and mutual understanding are a prime prerequisite for a successful project where people of various ethnic groups can assemble and exchange ideas to become better acquainted. Such would do much to erase the petty jealousies and misunderstandings that now exist. We would suggest a program of old-fashioned sewing bees, candy pulling, quilting, cooking, native costume parties and folk singing and folk dancing. All this would do so very much to heal aloofness among people of the farm community.

MEDICAL EVALUATION
Farm Workers Opportunity Project
GENERAL SUMMARY

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For 123 Students

Students Having:

Menopause	10
Respiratory Ailment (Asthma 8, Other 2)	10
Coronary	8
Tumor (Eye-lid Stylos)	6
Skin Disease	2
Hypertension	13
Hypotension	7
Hernia	1
Lung Defects	4
Glycosuria	1

Students Having:

Obesity	7
Malnutrition (Underweight)	1
* OS Deformities	3
Visual Defects	30
Ear Defects	1
Poor Teeth	97
f D.A.S	29
Muscle Defects	2
Albuminuria	1

Students Needing Referrals:

Needing Ophthalmologist	30
+ E.C.G.	26
Dentist	97
g P.B.I.	23

Chest X-Ray	26
Blood Sugar	16
Blood Cholesterol	35

* Bone
f Suspected drug addict
+ Electrocardiogram
g Protein Bound Iodine

APPENDIX B

Special Testing Program of the Farm Workers
Opportunity Project

By

Nicholas Seidita - Special Testing Consultant
Los Angeles City Schools System

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SPECIAL TESTING PROGRAM OF FARM WORKERS OPPORTUNITY PROJECT

(SUMMARY)

The special testing program of the Farm Workers Opportunity Project of Ventura County was the only such manpower program in the project administration's and testing consultant's knowledge that provided intelligence and language and arithmetic skills test evaluation before, during, and after classroom instruction.

Though the test results are incomplete and of limited value due to a variety of factors, such as the limited size of tested samples, they showed a number of significant findings for hard-core unemployed and semi-employed seasonal adult workers.

First, a description of the student trainees may be helpful. The median age of the 165 students tested was 36.4 years, with two-thirds of them between 26 and 47. Nine out of ten came from predominantly farm employment backgrounds in the U.S., and six out of ten of the total student body were migrant Mexican, not U.S. citizens.

Twenty-nine of the 165 tested were women.

The median years of schooling in either country was 3.7 years, with two-thirds of the students attaining between 2 and 7.4 years. Fifty-six percent were schooled in Latin America, most in Mexico, 16 percent in California.

Median I.Q. of those tested was 88.5, with two-thirds of the students between 75.7 and 102.7 (ranging from "sub-average" to "average".)

One test showed the students have a comprehension of their native language, Spanish, on an average higher than a sample of Venezuelan workers, individuals with similar origins, culture and schooling.

An arithmetic test showed the tested students placed in a median at U.S. grade level 4.4, with two-thirds of them scoring between 3.1 and 5.3 grades of American students in arithmetic achievement.

INCREMENTS OF ACHIEVEMENT AFTER SIX MONTHS BASIC EDUCATION

Reading:

The tester arbitrarily divided the students into "readers" and "non-readers" of English for testing evaluation, though the reading ability scores for each group were not mutually exclusive or unarguable. "Readers" re-tested after six months' classroom instruction showed an average 1 to 1.1 grade increase in reading speed, vocabulary and comprehension.

Though reading test scores after six months for "non-readers" are of limited value because of the insensitivity of the pre-test, it may be significant to note that the six-month post-test showed gains of 3.3 years in reading speed, 4.8 years in vocabulary, 3.7 years in comprehension for an average six-month increment of 3.9 years for non-readers in six months of classes. The qualification for such marked increases in ability comes mainly because of the look of familiarity of the test and test situation in the initial testing, the consultant observed.

Picture Vocabulary:

The 53 who took the picture vocabulary test and who knew some English scored lower than almost all the adult American population. Re-tested after six months, the readers raised their scores to the sixth centile of adult Americans and "non-readers" also raised their scores even more.

Oral Directions (English):

"Readers" taking tape-record test to show how well they comprehend English instructions improved their percentile ranking from 16 to 46 in the first six months' instruction and "non-readers" improved from 3 to 9 of male textile mill applicants (U.S unskilled workers).

Arithmetic:

"Readers" improved their arithmetic level from grade 4.3 to 6.1 in six months, and "non-readers" from 4.1 to 5.

Effects of the Unfamiliar:

The testing consultant, however, minimizes these sometimes remarkable achievement increments in six months' schooling and attributes the improvement more to increased familiarity with the tests or re-testing than to teaching or learning by students. So re-testing after the second six-month increment in class is a more valid measure, the tester indicated.

Of the 43 six-month extensions, all but five were non-readers and all were Mexican citizens as the course and program was geared more to culturally deprived and disadvantaged Mexicans than to semi-middle-class Mexican-Americans. The higher dropout rate among Mexican-Americans, who generally achieved a higher level of schooling than Mexicans, confirms the argument that the program was geared to the disadvantaged non-U.S citizen.

As the test became more familiar, the increments of achievement dropped. While achievement approximated 36 months of progress by American pupils in reading in the first six months' instruction, achievement in the second six months was closer to two or four months. The arithmetic scores rose only one month's worth the second six months of instruction.

As expected in considering the distorting effects of the initial unfamiliarity of the test situation, increments in achievement for the second six months of instruction in basic education were consistently smaller than increments at the end of the first six months' instruction.

FWOP students did consistently less than American elementary school students in reading and arithmetic. Tests of oral vocabulary and comprehension showed no significant increments in achievement after the first six months' instruction.

RECOMMENDATIONS FOR FUTURE TESTING

Ability levels, class placement:

An original purpose of testing was to ascertain initial ability, language and arithmetic skill levels for student assignment for appropriate instruction and as a base for later measures of change.

But there was no evidence that pre-test results were so used. Assignment to different classes was apparently on the basis of cursory examination of ability or inability to read or understand English.

In addition, too many students were not pre-tested, were available only for part testing or had invalid test results.

After the program was under way, a decision was made to provide an additional six months of instruction to certain students.

Recommendations:

Pre-testing should be scheduled and executed more carefully, preferably 10 days before instruction begins. Pre-test results should be used in student assignments before instruction begins. There should be a conference about the meaning and implications of pre-test measures involving the training program administrator, instructors and administrator after pre-testing and before instruction begins. Assignments should then be made with particular attention to:

1. Measured ability to read and to understand English.
2. Identification of students with very low I.Q.s for special instruction.
3. Identification of students who may qualify for advanced instruction and/or teacher assistant roles.

All students entering should be tested far enough in advance of the beginning of classes to allow testing of latecomers and re-testing of those found to have invalid testing results.

Future programs should utilize at the beginning and end of the first six month training period test measures by applying such standards for selection of extended students.

Changes in Skills and Achievement:

Tests were also to ascertain changes in language skills and arithmetic achievement attributable to the basic education program.

But as with pre-testing, post-testing was often absent, incomplete or invalid. Testing students in the evening after the usual class hours contributed to much of this loss of data.

In addition, test instruments and published norms were sometimes too insensitive to adequately discriminate between scores at the lower levels of achievement for this specific group. So although the test used provides sub-scales as low as grade 1.9, such a score may be attained with zero correct responses or by guessing on all items. Similarly too many scores over a considerable range could only be classified as "Below Norms" on the vocabulary test and the oral directions test.

It also became apparent in administering the arithmetic test as the last test of an evening that some students were tempted to curtail their efforts to go home earlier, sometimes with their waiting drivers. This may have depressed the arithmetic achievement scores of some.

Recommendations:

Plan post-testing so that absent students can be tested in follow-up sessions before the classes end.

Report dropouts to test administrator and try to interview and post-test them also.

Instead of a simple reading survey test covering grades three through ten, use tests to measure accurately discrete parts of this range and particularly levels below

third grade.

Avoid evening testing and schedule untimed tests so that instruction or other testing follows.

Teaching Methods:

Tests were finally to evaluate teaching methods and materials to profit from the experience of Farm Workers Opportunity Project classroom training.

Although test results for each class were reported to Dr. Crosby, the Superintendent of the Oxnard Union High School District, which handled the institutional training section of the project, these were unfortunately available weeks after testing. This certainly reduced the possibility of effective evaluation of teaching methods and materials by test results.

Except for one instructor, there was no conference or feed back between teachers and the test administrator.

Reports of past test results and measured changes in achievement should be made available not more than 10 days from the completion of testing.

The overall statistical analysis of all testing, process most time-consuming by hand, should be expedited by punch-card IBM data processing.

There should be pre- and post-test conferences involving teachers, the administrator of the educational program and the test administrator. In such a conference, the significance of test results and their implications for future testing as well as student assignment and teaching methods could be explored with mutual benefit.

Test results should be used in counseling students who have benefited from training, particularly in advising them of citizenship, employment and further training opportunities open to them because of their improved language and arithmetic skills.

SPECIAL TESTING PROGRAM

Purposes:

The special testing program was primarily to:

1. Provide information about student general intelligence and initial level of language skills, which could be useful in grouping students and in assigning appropriate materials.
2. Measure basic language and arithmetic skill changes attributable to instruction.
3. Provide basis for evaluating teaching methods and materials.

Test Administration:

Tests were administered to groups during the first and last weeks of instruction. The test administrator was assisted by proctors who repeated instructions in Spanish. Individuals entering the program after the first week were not tested. Neither were individuals tested who did not attend evening testing sessions after class hours. Consequently a maximum 84 persons out of 165 took any one test before and after training. The number of persons taking each test was highly variable. Consequently statistical comparison of groups of students by differences between means or averages was precluded by the paucity of cases in each sub-group.

TABLE 1 Tested Student Characteristics (165 total)

<u>Age</u>	Mean	36.7 years
	Median	36.4 "
	Range	18-63 "
	Sigma	10.5 "

Sigma means two-thirds of the tested students were between ages 26 and 47.

Sex 29 of the 165 tested were women, or 17.5 percent.

<u>Education</u>	Mean	(schooling)	4.7 years
	Median	"	3.7 "
	Range	"	0-10 "
	Sigma	"	2.7 "

Two-thirds of students tested had between 2 and 7.4 years of schooling. 14 students or 8.5 per cent of those tested had no previous schooling. 56.4 per cent of those tested were educated in Latin America, almost all in Mexico. 26 or 15.8 per cent were schooled in California; 14 in Texas; 8 in other parts of the U.S.; three in the U.S and Mexico; and no such schooling information was available for 12 students.

General Intelligence

General intelligence of the 125 students so tested was estimated as follows:

Mean	89.2
Median	88.5
Range	55-122
Sigma	13.5

Two-thirds of the tested students obtained I.Q.s between 75.7 and 102.7.

The range of I.Q. in a typical class was between 59 and 109, so each teacher was dealing with students whose general intelligence ranged, as classified by Wechsler, from "average" (90-109 I.Q.) to "inferior" (71-79 I.Q.) and even "defective" (below 70).

Comprehension of Spanish

Oral directions given in Spanish were to ascertain the level of comprehension of the Spanish-speaking student for his native tongue. Scores were based on published Venezuelan National Worker norms.

Oral Directions, Spanish

	Raw Score	Percentile (Venezuelan Workers)
Mean	16.5	73
Median	14.8	66
Full Range	1-35	3-99+
Sigma	7.5	

Two-thirds of students so tested got raw scores corresponding to the 41st and 93rd centiles respectively on Venezuelan National Worker Norms. These students' command of their own language averages higher than that of a sample of workers of similar origins, culture and schooling.

Arithmetic Achievement

The arithmetic grade level of 123 entering students was measured with these results:

	Initial Arithmetic Grade
Mean	4.2
Median	4.4
Full Range	0-8.5
Sigma	1.1

Two-thirds of entering tested students scored between 3.1 and 5.3 grades of American students in arithmetic achievement.

INCREMENTS OF ACHIEVEMENT AFTER SIX MONTHS BASIC EDUCATION

Reading

Although entering students' understanding of spoken and printed English was mixed, it will be helpful here to divide the whole group into "Readers" and "Non-readers".

A comparison of "Reader" and "Non-reader" characteristics shows that except for years of education, correlated arithmetic achievement, and the ability to read English, the mean differences between these two groups are slight.

<u>TABLE 2</u>	<u>"Reader" and "Non-reader" Characteristics-Means</u>	
	<u>"Readers"</u>	<u>"Non-readers"</u>
(n)	50	101
Age	34.9 years	37.9 years
Education	5.8 years	2.5 years
I. Q.	92.6	86.8
oral Directions (Spanish)	79th centile	69th centile
Arithmetic Grade	6.8	4.1

Thus, compared to entering "Readers", the "Non-readers" averaged about three years older, had less education by 3.3 years or about half, had slightly lower I.Q.s and

could not comprehend Spanish as well. Consistent with years of schooling, the "Non-readers" were also 2.7 grades below the 6.8 average grade level of the "Readers" in arithmetic achievement.

Readers

The 50 "Readers" tested had initial reading grades shown in Table 3. Thirty-one of these were re-tested after six months in the project and showed the accompanying average increments:

		<u>"Readers" Six Months Reading Improvement</u>		
		<u>Before</u> M1		<u>After</u> M(2-1)
	(n)	Avg. Grade Level	(n)	Avg. Grade Increment
Speed	(48)	5.3	(31)	+1.0
Vocabulary	(50)	6.2	(33)	+1.1
Comprehension	(48)	5.4	(31)	+1.1
Average	(48)	5.7	(32)	+1.1

So "Readers" on entering training read at the level of the 4th month of the 5th grade national sample of American pupils. The 31 retested six months later showed an average improvement of to 1.1 grades. Put another way, "readers" showed reading advancement in six months equal to that of 11 months by the average United States Fifth graders.

Non-readers

The 66 initial "non-readers" tested at the end of 6 months in F.W.O.P. showed the following average grade levels in various dimensions of reading skill:

TABLE 4

"Non-reader 6 month's Reading Achievement
by Average Grade Level Means

<u>Reading</u>	(n)	ML Average Grade Level
Speed	(61)	3.3
Vocabulary	(65)	4.8
Comprehension	(65)	3.7
Average	(66)	3.9

But these levels err by being too high because the test becomes rapidly insensitive below third grade. Although this test yields grade level scores as low as 1.9, such scores may be made with not correct responses or with pure guesses. The considerably smaller increment in reading achievement by initial "Non-readers" who continued in F.W.O.P. for an additional six months is consistent with this hypothesis. It would be more realistic to conclude, therefore, that on the average, initial "Non-readers" attained roughly second grade reading achievement with 6 months' instruction.

Picture Vocabulary

Fifty-three persons reporting some understanding of spoken English scored an average of 46.3, compared to 53 for the United States general adult population. So entering students who said they understood some English averaged lower than almost all adult citizens of the United States. Forty percent scored "Below Norms" on this test.

After six months' instruction, the test was administered to 107 students who scored a "Below Norms" average of 49.3. Of this group, 71 were "Non-readers" who achieved a "Below Norms" average of 45.7. This was considerable improvement over the 24.9 average for 8 "non-readers" who understood English well enough to take the first test. The 36 "Readers" scored an average 56 at the end of 6 months' instruction, placing them at the 6th centile of adult general population norms.

Table 5 shows mean picture vocabulary scores before and after six months' instruction for "Readers" and "Non-readers" and for both combined.

TABLE 5 Mean Picture Vocabulary Scores Before and After Six Months' Instruction

	Before M (p.v.)				After			
	(n)	R.S.	%iles*	% B.N.	(n)	R.S.	%iles*	% B.N.
"Readers"	(45)	50	B.N.	53.4	(36)	56	6	30.6
"Non-readers"	(8)	25	B.N.	100	(71)	46	BN	67.5
Total	(53)	46	B.N.	45.3	(107)	49	BN	55.1

(*Based on published norms of U.S. adult general population.)

With six months' instruction, "Non-readers" almost doubled their word recognition scores and reduced the percent of scores Below Norms (B.N.) from 100% to 67.5%. Nevertheless, their average raw scores remained below the norms for U.S. general adult population.

"Readers", on the other hand, raised their word recognition average from Below Norms to the 6th centile while reducing the proportion of scores Below Norms from half to about one third.

Oral Directions (English)

This tape-record test was administered to 46 entering F.W.O.P. students who indicated they could understand spoken English. Their mean raw score of 11.3 corresponds to the 13th centile of published norms based on a sample of male textile mill applicants. At the end of six months' instruction 107 students were re-tested. A comparison is shown in Table 6.

TABLE 6

Mean Oral Direction Scores
Before and After 6 Months' Instruction

	Before M(ad1)			After M(ad2)		
	(n)	R.S.	Centile*	(n)	R.S.	Centile*
"Readers"	(40)	12.2	16	(37)	20.1	46
"Non-Readers"	(6)	4.8	3	(61)	9.7	9
Total	(46)	11.3	13	(98)	13.7	21

*Based on published norms of male textile mill applicants.

So "Readers'" ability to understand and follow oral directions in English showed the greater improvement. With six months' instruction, students who could read English initially approximated the average score of the norm group of U.S. unskilled workers.

From the original group of 46 entering students who took the test in English, 29, all but 2 of whom were "Readers", were retested at the end of six months. These showed a raw score increment of 8 points, raising their mean centile from the 12th to the 42nd. This improvement is slightly lower than, but approximates, the improvement shown by all "Readers" after six months' instruction, indicating that retest scores were not biased by recall of items and responses from the first administration of the test six months earlier.

Arithmetic

123 entering students were tested to ascertain their grade level of arithmetic achievement. Table 7 presents the average grade level of these students broken down into "Readers" and "Non-readers" sub-groups, and also shows average levels for 116 students re-tested after six months' instruction.

TABLE 7

Mean Arithmetic Grade Levels
Before and After 6 Months' Instruction

		Before M(A1)		After M(A2)
	(n)	Grade Level	(n)	Grade Level
"Readers"	(48)	4.3	(42)	6.1
"Non-readers"	(75)	4.1	(74)	5.0
Total	(123)	4.2	(116)	5.4

So the 116 persons tested at the end of six months' instruction made average grade scores at the 5.4 grade level of 12 academic months beyond the average 4.2 grade level of 123 entering students. "Readers" started 2 academic months beyond "Non-readers", and with six months' instruction showed an advance of 18 academic months compared to an average increment of 11 academic months by "Non-readers."

The "After" testing group contained 32 persons not tested on entering the program. Even greater gains were made by the individuals who were retested. Of the 23 tested entering students, 84 were retested at the end of six months. These showed an average increment of 2.5 grades in six months. Put another way, the 84 retested F.W.O.P. students made gains in arithmetic achievement equal to 25 academic months by United States 4th grade students.

Effects of the Unfamiliar

Common sense suggests the test performance of mostly immigrant farm workers would initially be depressed because of the workers' unfamiliarity with school or paper and pencil tests by their strange situation that makes radically greater demands on their understanding of strange language. Repeating instructions in Spanish served to lessen these depressing or unsettling effects but could not remove them. Only as the unfamiliar becomes familiar to students exposed to tests and school work can we expect the depressing effects of the unfamiliar to diminish sharply. The question then

remains -- how much of the increment in achievement at the end of six months' instruction can be attributed to initial scores that were depressed by the unsettling effects of the unfamiliar, and how much to actual learning.

Although it was not practical to attempt to directly differentiate the effects of greater familiarity with the school test situation from formal achievement, two indirect methods are here attempted. The first is to make before- and after-instruction measures of test behavior that is not directly influenced by the intervening six months' instruction. The non-verbal Revised Beta Test of general intelligence and the P.T.I. Oral Directions Test in Spanish are both appropriate for this purpose.

Any increase in scores on retesting with these two instruments could be more logically attributed to growing ease and familiarity with the test situation rather than intervening instruction.

The second method for indirectly gauging the effects of the unfamiliar on test performance, is to compare increments in achievement at the end of the first six months' instruction with the increments at the end of the second six months of instruction. If student motivation and pedagogical effectiveness remain stable, we should expect testing at the end of the first six months to show greater achievement than in the next six months, due primarily to students overcoming the unfamiliarity effects that maximally depressed their scores in the initial testing but which reached and remained at a low level during the first six months' instruction and subsequent second and third administrations of tests spaced six months apart.

Retest Changes in I.Q. Scores After Six Months

Of the 125 entering students tested who had a mean I.Q. score of 89.2, 81 were retested six months later, raising their I.Q. scores by an average increment of 7.2 I.Q. points. Even if no instruction had been given in the intervening six months, we would expect such an increase on the basis of greater familiarity with the test

situation positively affecting test taking efficiency in the second test administration. A third re-test after 12 months' instruction produced an average increment of only one I.Q. point for 20 students who undertook an additional six months of instruction.

The increase in I.Q. scores at the end of six months and the negligible change in average I.Q. scores in the next six months support the thesis that apparent changes are more likely to stem from initial lack of familiarity with the test situation than from any irregular or non-linear increases in general intelligence.

Retest Changes in Spanish Oral Direction Scores after six Months

The 119 students who took the P.T.I. Oral Directions Test in Spanish on entering P.W.O.P. made an average score of 16.5 corresponding to the 73rd centile on published norms for Venezuelan National Workers. Of these, 60 students were retested with the same test six months later and showed an average increase of 6 points. Nineteen extended term students who were retested a third time six months later showed zero or no average increase in ability to understand and follow directions given in Spanish by tape record. As with I.Q. scores, the increase at the end of six months and lack of increase thereafter is better explained by an initial lack of familiarity with the test situation than by any change in their ability to understand Spanish.

From this we conclude that the second and third administrations of achievement tests in reading, picture vocabulary, oral directions and arithmetic are more truly representative of the students' performance which was, by then, free of the depressing effects of a strange and threatening test situation. It also follows that depressed initial achievement scores exaggerate the measured increments in achievement obtained by comparing the initial base scores with measures made at the end of six months' instruction. We can therefore expect increments in achievement over the next six months to be free of this bias and therefore considerably smaller than the first six months' gains in achievement.

Extended Term Student Achievement

Forty-three students remained in the program for six additional months of basic education. All but five of these were initially "Non-Readers" of English and most of the extended term students remained with members of their original three classes.

The following table summarizes extended term student characteristics.

TABLE 8

Extended Term Student Characteristics

	(no.)	Means	Medians	Full Range	Mid 2/3 Range
Age (years)	(43)	38.7	38.5	18-61	28.5-48.9
Education (years)	(41)	3.5	2.8	0-10	.9-6.1
I.Q.	(29)	88.9	88.8	59-114	75.4-102.4
Arithmetic, Gr. 1	(32)	4.2	4.4	0-6.2	3.1-5.3
O.D. Spanish 1	(32)				
R.S.		17.1	16	1-32	8.9-25.3
Centiles*		75	71	3-99	41-95

*Based on published norms of Venezuelan National Workers.

A comparison of the above with characteristics of all entering students indicates there were no significant differences between the two groups. Since the extended term students were predominantly "Non-readers" of English, and since the extended term "Readers" were too few in number to provide a reliable basis for generalization, only "Non-reader" extended term students are reported below and discussed.

TABLE 9 Changes in Achievement by Originally Non-Reading Extended Term Students after 6 and 12 Months' Instruction

Reading Grade (Gates)								
SPEED	--	(29)	3.1	(23)	3.0	(0)	--	(20) + .3
VOCABULARY	--	(35)	4.3	(25)	4.7	(0)	--	(23) + .6
COMPREHENSION	--	(33)	3.3	(25)	3.6	(0)	--	(23) + .6
AVERAGE	--	(35)	3.6	(25)	3.8	(0)	--	(23) + .4
PICTURE VOCABULARY	% ile R.S.	% ile R.S.	% ile R.S.	(2)	+7	(20)		
(Ammons)	(3) BN 45	(25) BN 4.3	(23) BN 4.6					+ .4.7
ORAL DIRECTIONS	(3) 3 4.3	(34) 10 10.	(18) 10 9.7	(0)	--	(16)		+ 2.0
ARITHMETIC GRADE	(28) 4.0	(38) 5.0	(26) 5.1	(28)	+ .9	(24)		+ .4
(Wide Range)								

The preceding table shows clearly that originally non-reading students achieved their greatest advance in the first six months.

Reading:

In the first six months these students attained an average 3.6 reading grade level by measures averaging reading speed, vocabulary and comprehension. At the end of the next six months' instruction, the mean reading average of all at the end of 12 months' instruction had advanced only two academic months. The 23 students who took both the six month (test 2) and the 12 months (test 3) re-tests showed a reading achievement advance of 4 academic months. In other words, while reading achievement in the first six months approximated 36 of progress by American pupils, achievement in the second six months of instruction was between 2 and 4 months of progress made by American third grade students.

Picture Vocabulary

Average scores on the association of English words with pictures showed no significant change between the 6 months and 12 months retests. Both 6 months and 12 months averages remained below the norms for general adult U.S. population.

Oral Directions

At the end of the first six months' instruction the mean score in comprehending English Oral Directions by 34 "Non-Readers" was equivalent to the 10th centile for published norms of male textile mill applicants. At the end of 12 months' instruction there was no change in the scores of 18 persons then tested. Sixteen persons who received both the 2nd (6 months) and 3rd re-tests showed an average increase of 2 raw score points which is too small to be significant.

Arithmetic

The mean arithmetic grade level of 38 persons tested at the end of six months' instruction was 5.0 compared to the 4th grade level for 28 persons tested on entering

the program. This is consistent with the average advance of 9 academic months in arithmetic achievement by 28 persons who took both test 1 (initial) and test 2 (6 months). Consistently, measures at the end of 12 months' instruction showed lesser advances for the last six months' instruction, i.e., one academic month's advance when comparing the means for the 6th and 12th months' tests, and 4 academic months for 24 persons who took both the 6th and 12th months' tests.

Summary

As expected in considering the distorting effects of the initial unfamiliarity of the test situation, increments in achievement for the second six months of instruction in basic education were consistently smaller than increments in achievement at the end of the first six months' instruction. Where comparisons were made with American elementary school students in reading and arithmetic, F.W.O.P. students achieved consistently less than the American pupils. Tests of oral vocabulary and comprehension showed no significant increments in achievement after the first six months' instruction.

Class Comparisons

Means and average changes were tabulated in Tables 10 a,b,c for all classes in Sections 1 - 4 engaged in the first six months of instruction. Although these are broken down for "Readers" and "Non-Readers" the class groups and sub-groups are too small to permit meaningful statistical analysis and comparison.

Class Comparison of Means and Average Changes

After First 6 Months' Instruction

	(n)	AGE ML	YRS. ED. (n) ML	I.Q. (n) ML	O.D. SPN. (n) ML	ARITH. (n) M2	GRADE AVG. CHANGE
c. 1 Francis					%ile*		
All	(20)	44.9	(20) 3.7	(18) 89	(19) 70	(15) 4.8	(15) + .6
Orig. Read Eng.	(2)	49.5	(12) 3.5	(2) 88.5	(2) 81	(1) 4.5	(1) + .9
Orig. Non Read	(18)	44.1	(18) 3.7	(16) 89	(17) 69	(14) 4.8	(14) + .6
c. 1 Cannon							
All	(19)	34.1	(19) 6.8	(17) 94.5	(15) 85	(15) 7.1	(15) + 2.7
Orig. Read Eng.	(19)	34.1	(19) 6.8	(17) 94.5	(15) 85	(15) 7.1	(15) + 2.7
Orig. Non Read	--	--	--	--	--	--	--
c. 2 Kastor							
All	(25)	33.1	(23) 4.1	(15) 87	(21) 64	(14) 5.7	(10) + 1.5
Orig. Read Eng.	(5)	34.4	(18) 4.3	(4) 90.8	(5) 58	(3) 6.4	(2) 0
Orig. Non Read	(20)	32.9	(5) 3.4	(11) 85.2	(16) 65	(11) 5.5	(8) + 1.9
c. 2 Sizer							
All	(15)	37.2	(15) 6.4	(14) 93	(7) 71	(6) 6.0	(1) + 4.0
Orig. Read Eng.	(14)	36.5	(1) 4.0	(13) 92.3	(7) 71	(5) 6.2	(1) + 4.0
Orig. Non Read	(1)	47.	(14) 6.5	(1) 107	--	(1) 5.0	--
c. 3 Schoenherr							
All	(20)	39.4	(20) 3.1	(12) 89.3	(14) 80	(19) 4.9	(10) + 1.0
Orig. Read Eng.	--	--	--	--	--	--	--
Orig. Non Read	(20)	39.4	(20) 3.1	(12) 89.3	(14) 80	(19) 4.9	(10) + 1.0
c. 3 Oliva							
All	(19)	34.8	(17) 5.2	(15) 93.5	(14) 88	(15) 5.5	(11) + .9
Orig. Read Eng.	(16)	34.2	(15) 4.9	(14) 91.6	(13) 89	(12) 5.4	(10) + .9
Orig. Non Read	(3)	38.	(2) 7.	(1) 118	(1) 79	(3) 5.6	(1) + .9
c. 4 Francis							
All	(21)	37.8	(17) 3.9	(20) 83.8	(16) 59	(12) 4.8	(11) + .7
Orig. Read Eng.	(1)	35.	(1) 4.0	(1) 78.	(1) 63	(1) 5.0	(1) + .4
Orig. Non Read	(20)	37.9	(16) 3.9	(19) 84.1	(15) 59	(11) 4.4	(10) + .8
12 Classes	(165)	36.7	(156) 4.7	(125) 89.2	(119) 73	(116) 5.4	(84) + 2.5
Orig. Read Eng.	(64)	34.9	(62) 5.8	(53) 92.8	(44) 81	(42) 6.2	--
Orig. Non Read	(101)	37.9	(94) 3.9	(72) 86.8	(75) 69	(74) 5.0	--

ntiles based on Published Norms of Venezuelan National Workers

Class Comparison of Means and Average Changes

After First 6 Months' Instruction

PICTURE VOCABULARY - ENGLISH					ORAL DIRECTIONS - ENGLISH				
Avg. Change					Avg. Change				
M2					M2				
(n)	Raw Score	Centile*	(n)	R.S.	(n)	Raw Score	Centile**	(n)	R.S.
c. 1 Francis									
ll	(13)	47	Below Norm		(15)	8.4	7		
rig. Read Eng.	(1)	46	BN	(1)+5	(1)	17.	33		
rig. Non Read	(12)	47	BN		(14)	7.8	6	(1)+7	
c. 1 Cannon									
ll	(13)	58.4	14		(13)	24.5	65		
rig. Read Eng.	(13)	58.4	14	(13)+6.2	(13)	24.5	65	(10)+10	
rig. Non Read									
c. 2 Kastor									
ll	(13)	42	BN	(3)+14	(14)	10.2	10	(2)+6	
rig. Read Eng.	(2)	49.5	BN	(2)+14	(3)	15.3	26	(1)+12	
rig. Non Read	(11)	40.5	BN	(1)+14	(11)	8.8	8	(1) 0	
c. 2 Sizer									
ll	(4)	68.5	42		(5)	18	38		
rig. Read Eng.	(3)	70.7	51	(1)+6	(4)	19.3	43	(1)+11	
rig. Non Read	(1)	62	24		(1)	13.	18		
c. 3 Schoenherr									
ll	(19)	45	BN		(19)	11.8	14	--	
rig. Read Eng.		--	--	--		--	--		
rig. Non Read	(19)	45	BN		(19)	11.8	14		
c. 3 Oliva									
ll	(16)	53	2		(14)	18.8	41		
rig. Read Eng.	(13)	57	10	(9)+8.4	(12)	19.6	44	(9)+8.2	
rig. Non Read	(3)	48	BN		(2)	14.5	24		
c. 4 Francis									
ll	(12)	45	BN		(11)	9.0	8		
rig. Read Eng.	(1)	55	5	(1)-1.0	(1)	17.	33		
rig. Non Read	(11)	44	BN		(10)	7.6	5		
1 12 Classes	(107)	49.3	BN		(98)	13.6	20	(29)+8.0	
rig. Read Eng.	(36)	56.4	8	(28)+7.3	(37)	20.1	46		
rig. Non Read	(71)	45.7	BN		(61)	9.7	9		

Published Norms, Adult General U.S. Population
 * Published Norms, Male Textile Mill Applicants

Summary

Entering Student Characteristics

	(n)	MDN 1	MI	Full Range	Mid 2/3 Range											
ge (Years)	165	36.4	36.7	18-63	26-47											
chooling (Years)	156	3.7	4.7	0-10	2-7.4											
.Q. (Rev. Beta)	125	88.5	89.2	59-122	75.7-102.7											
ral Directions Spanish (1)	119	66% ile	73% ile	3-99% ile	41-93% ile											
rith. Grade	123	4.4	4.2	0-85	3.1-5.3											
ex	<table><tr><td>Women</td><td>Men</td></tr><tr><td>29 or 17.4%</td><td>136 or 82.6%</td></tr></table>					Women	Men	29 or 17.4%	136 or 82.6%	T = 165						
Women	Men															
29 or 17.4%	136 or 82.6%															
ational Origin	<table><tr><td>Spanish Surname</td><td>Other</td></tr><tr><td>155 or 94%</td><td>10 or 6%</td></tr></table>					Spanish Surname	Other	155 or 94%	10 or 6%	T = 165						
Spanish Surname	Other															
155 or 94%	10 or 6%															
lace of ducation	<table><tr><td>None</td><td>Latin America</td><td>California</td><td>U.S. Other</td><td>No Record</td></tr><tr><td>8.5%</td><td>93 or 56.4%</td><td>26 or 15.8%</td><td>22 - 13.3%</td><td></td></tr></table>					None	Latin America	California	U.S. Other	No Record	8.5%	93 or 56.4%	26 or 15.8%	22 - 13.3%		T = 165
None	Latin America	California	U.S. Other	No Record												
8.5%	93 or 56.4%	26 or 15.8%	22 - 13.3%													

Tests Administered:

1. The Revised Beta Examination, 1946 edition. This is a standardized non-verbal test of general intelligence.
2. The Ammons Full Range Picture Vocabulary Test. This measures ability to associate pictures of objects or situations with the spoken word. Students were compared with published norms based on a sample of the general adult U.S. population.
3. The P.T.I. Oral Directions Test, Form S is administered by a 15-minute tape recording and makes minimal demands on reading and writing. Students were compared with published norms based on American male textile mill applicants.
4. The Spanish Edition, P.T.I. Oral Directions, Form S was also administered and scores compared with Venezuelan National Worker norms. The latter unskilled laborers had an average three to four years education approximating the formal education of project students.
5. Gates Reading Survey - Form 3 produces American student grade level scores between the third and tenth grade. It measures speed, vocabulary, comprehension and the average of these reading dimensions. It also produces an accuracy rating which is not included in this report.
6. Wide Range Achievement Test, 1946 Edition, arithmetic section only. This also produces an American school grade level score for arithmetic achievement.
7. In addition an experimental picture vocabulary test in Spanish was designed and administered but proved of little usefulness in its present form and therefore is not reported here.

APPENDIX C

Statistics for the Farm Workers Opportunity Project

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3) Costs of Project, Expenditures.....	1006

APPENDIX C

I. CHARACTERISTICS OF SELECTEES FOR F.W.O.P.

THE TRAINEES:

ITEM	NUMBER	PER CENT OF TOTAL
Total Selected	208	100.00
Male	170	81.73
Female	38	18.26
Spanish Surname	189	90.86
Citizenship		
Mexican	125	60.00
American	83	40.00
Age		
Under 26	37	17.78
26 - 30	31	14.41
31 - 35	28	13.46
36 - 40	42	20.19
41 - 45	34	16.34
46 - 50	16	7.68
51 - 55	8	3.84
56 - 60	9	4.32
61 +	1	.48
Marital Status		
Single	40	19.23
Married	144	69.23
Other	24	11.53
Family Status		
Head of Household	159	76.44
Years of School Completed		
<u>Mexico</u>		
0	22	10.57
1 - 3	38	18.26
4 - 6	60	28.84
7 - 8	6	2.88
9 - 10	9	4.32
11+	1	.48
<u>U.S.A.</u>		
0	0	.00
1 - 3	15	7.21
4 - 6	23	11.05
7 - 8	21	10.04
9 - 10	9	4.32
11+	3	1.44

CHARACTERISTICS (continued)

Prior Work Experience In:		
Agriculture and packinghouse	179	86.05
Non-agriculture	29	13.94
Length of Time in County:		
Less than one month	15	7.21
1 - 6 months	24	11.53
7 - 12 months	34	16.32
1 - 3 years	40	19.23
4 years +	63	30.82
Unknown	32	15.36

CHARACTERISTICS OF TRAINEES (continued)

Comparison -- Graduates to Drop-outs

6 month Graduates

<u>Sex</u>	
Male	85
Female	20
Spanish Surname	94

<u>Age</u>	
0 -26	13
26-30	15
31-35	12
36-40	28
41-45	21
46-50	9
51-55	3
56-60	3
61+	1

<u>Marital Status</u>	
Single	17
Married	77
Other	11

<u>Family Status</u>	
Head of Household	84

<u>School - Mexico</u>	
0	7
1 -3	15
4 -6	35
7 -8	4
9 -10	2
11+	0

School - United States

0	0
1 -3	9
4 -6	17
7 -8	11
9 -10	4
11+	1

<u>Job</u>	
Agriculture	80
Packing	7
Industry	11
Food Service	3
Unknown	4

<u>County</u>	
Less than 1 mo.	12
1 - 6 months	11
7 -12 months	30
1 - 3 years	13
4 years +	27
Unknown	12

6 month Drop-outs

<u>Sex</u>	
Male	51
Female	11
Spanish Surname	55

<u>Age</u>	
0 -26	19
26-30	11
31-35	10
36-40	8
41-45	4
46-50	4
51-55	3
56-60	3
61+	0

<u>Marital Status</u>	
Single	17
Married	36
Other	9

<u>Family Status</u>	
Head of Household	45

<u>School - Mexico</u>	
0	8
1 - 3	9
4 - 6	9
7 - 8	1
9 - 10	4
11+	1

School - United States

0	0
1 - 3	6
4 - 6	7
7 - 8	10
9 - 10	5
11+	2

<u>Job</u>	
Agriculture	55
Packing	0
Industry	4
Food Service	2
Unknown	1

<u>County</u>	
Less than 1 mo.	2
1 - 6 months	5
7 - 12 months	0
1 - 3 years	17
4 years +	24
Unknown	14

Comparison -- Graduates to Drop-outs

CHARACTERISTICS (cont.)

12 month Graduates

12 month Drop-outs

Total

Sex

Male 24
 Female 6
 Spanish Surname 29

Sex

Male 10
 Female 1
 Spanish Surname 11

170 81.73
 38 18.26
 189 90.86

Age

0 - 26 4
 26 - 30 2
 31 - 35 4
 36 - 40 5
 41 - 45 8
 46 - 50 2
 51 - 55 1
 56 - 60 3
 61+ 0

0 - 26 1
 26 - 30 2
 31 - 35 2
 36 - 40 1
 41 - 45 1
 46 - 50 1
 51 - 55 1
 56 - 60 0
 61+ 0

37 17.78
 31 14.41
 28 13.46
 42 20.19
 34 16.34
 16 7.68
 8 3.84
 9 4.32
 1 .48

Marital Status

Single 6
 Married 21
 Other 3

Marital Status

Single 0
 Married 10
 Other 1

40 19.23
 144 69.23
 24 11.53

Family Status

Head of Household 24

Family Status

Head of Household 10

159 76.44

School - Mexico

0 5
 1 - 3 11
 4 - 6 11
 7 - 8 0
 9 - 10 3
 11+ 0

School - Mexico

0 2
 1 - 3 3
 4 - 6 5
 7 - 8 1
 9 - 10 0
 11+ 0

22 10.57
 38 18.26
 60 28.84
 6 2.88
 9 4.32
 1 .48

School - United States

0 0
 1 - 3 0
 4 - 6 0
 7 - 8 0
 9 - 10 0
 11+ 0

School - United States

0 0
 1 - 3 0
 4 - 6 0
 7 - 8 0
 9 - 10 0
 11+ 0

0 .00
 15 7.21
 23 11.05
 21 10.04
 9 4.32
 3 1.44

Job

Agriculture 26
 Packing 0
 Industry 4
 Food Service 0
 Unknown 0

Job

Agriculture 10
 Packing 1
 Industry 0
 Food Service 0
 Unknown 0

179 86.05
 29 13.94

County

Less than 1 mon. 1
 1 - 6 months 6
 7 - 12 months 4
 1 - 3 years 8
 4 years + 7
 Unknown 4

County

Less than 1 mon. 0
 1 - 6 months 2
 7 - 12 months 0
 1 - 3 years 2
 4 years + 5
 Unknown 2

15 7.21
 24 11.53
 34 16.32
 40 19.23
 63 30.82
 32 15.36

APPENDIX C

II. DROP-OUT COMPARISON TEACHER BY TEACHER (average drop-outs per month)

TEACHER	CUMULATIVE STUDENT BEGINNING	CUMULATIVE STUDENT DROP-OUT	AVERAGE MONTHLY DROP-OUT
A	52	12	.9
B	40	7	.7
C	42	15	1.4
D	45	17	2.1
E	15	1	.5
F	18	1	.4
G	20	2	.3
H	20	3	.5
I	18	1	.3
J	<u>18</u>	<u>2</u>	<u>.7</u>
	208	61	

Overall average drop-out per month .7

Average drop-out rate 17%

COSTS OF PROJECT -- EXPENDITURES

Costs of various components of the Farm workers Opportunity Project as funded through the U.S. Department of Labor under authority of the Manpower, Development and Training Act of 1962 as an Experimental and Demonstration Project.

A - TRAINEE ALLOWANCES, TRANSPORTATION, SUBSISTENCE 1.

Payments to trainees were made by the California Department of Employment through the Oxnard Farm Labor Office.

<u>Fiscal years</u>	<u>Allowances</u>	<u>Transportation</u>	<u>Subsistence</u>	<u>Totals</u>
1965-66	\$179,673	\$ 3,947	\$ 45	\$183,666
1966-67	<u>132,406</u>	<u>1,118</u>	<u>345</u>	<u>133,869</u>
Project totals	\$312,080	\$ 5,056	\$ 390	<u>\$317,535</u>

B - INSTITUTIONAL TRAINING COSTS - TEACHERS 2.

As spent by the Oxnard Union High School District under supervision of the California State Department of Education.

For period October, 1965 through January, 1967: Amounts Expended.

<u>Instructional Services</u>	<u>Fixed Charges</u> (rent, fringe benefits for employees)
\$ 63,801	\$ 38,121 (rental of nonpublic space: \$33,769)
<u>Equipment Purchase</u> (Instructional, tools, books)	<u>Other costs</u>
\$ 9,313	\$ 4,098 =
	<u>Total, all inst. train.</u>
	<u>\$ 115,335</u>

C - SUPPORTIVE SERVICES, COUNSELING, REPORTING AND PRIVATE AGENCY COSTS 3.

(a) Contract #82-04-51 by Labor Dept. to Emergency Comm. to Aid Farm workers Inc.

<u>Fiscal years</u>	<u>Total counseling and supportive services</u>
1964-65	\$ 12,876
1965-66	<u>128,500</u>
Total	\$ 141,376

(b) Contract #82-05-67-09 by Labor Dept. to American Friends Service Committee

<u>Fiscal years</u>	<u>Total counseling, supp. services and special reports</u>
1966-67	\$ 53,898
1967-68	<u>9,978</u>
Total	\$ 63,876

Total, Supportive services, private agency costs: \$205,258

Appendix III - C Expenditures, continued...

Totals, all components expenditures:

- 1) Trainee allowances.....\$317,535 (14 months)
- 2) Institutional training costs..... 115,335 (14 months)
- 3) Supportive services, experimental costs..... 205,258 (28½ months)

Grand total \$638,128

Sources for statistics on expenditures:

1. From letter to Farm Workers Opportunity Project, (Fred Roske, Reports Officer) by William H. Tolbert, Deputy Director, Farm Labor Service, California Department of Employment; March 23, 1967.
- 2) As reported by Joseph W. Crosby, District Superintendent, Oxnard Union High School District in his Final Report on MDTA Classes at Oxnard Union High School District, Oxnard, California. Dated January 25, 1967 (six pages)
- 3) From financial records of the Farm Workers Opportunity Project, Emergency Committee to Aid Farm Workers and the Pacific Southwest region of the American Friends Service Committee. (Pasadena) The Contracts to the above mentioned private agencies were awarded by the Office of Manpower, Policy, Evaluation and Research of the U.S. Department of Labor directly out of Washington D.C.

APPENDIX D

Addendum to Final Report of the Farm Workers Opportunity Project

News articles and Commentary

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Anti-Poverty Funds to Replace Braceros Urged

U.S. Consultant Says Farm Workers From Other States Would Come to California

Funds from the government's anti-poverty and power training programs should be used to get Mexican workers to farm in California and other states which now use Mexican nationals, a federal consultant said here today.

Arenia C. Mallory, consultant for the U.S. Dept. of Labor's Office of Employment, Automation and Training, is here to address a national institute Saturday.

Mallory said in a press conference that there are thousands of farm workers now in other parts of the nation who, if they had the work opportunities available in California, would quickly fill such jobs.

Views Differ

California growers have repeatedly have told farm workers in other states, through government agencies, with success.

Mallory said a broader program of recruitment is needed "because some of these people have had contact before with outsiders, but they are intelligent people who can figure out what they don't

already know about farm work."

She said the "war on poverty" funds could be used to help relocate workers, train them, and assist in local communities with health, housing and schooling problems resulting from such relocations.

Bracero Program Ending

The Mexican bracero program is to expire Dec. 31. Unless it is extended Mexican nationals will not come into this country under the 13-year-old program, although government sources have indicated present immigration laws may be used to bring in Mexican farm workers.

"I certainly feel America should take care of Americans first, and if we had a program of information and some improvements in incentives men and women who have been displaced from farm jobs elsewhere by automation could be used on your fields in California and other states," she said.

Her agency will train "only 400,000 culturally deprived persons under present appropriations, but the war on poverty program will permit extension of this," she said, noting that 80% of those trained have been placed in jobs.

In Ventura County citrus crops (36,400 acres) are almost entirely picked by braceros. (90% bracero dominated)

Ventura County citrus was once entirely picked by domestic seasonal farm workers.

If a local citrus crop labor force is to be re-established training and field practice must be given to local farm workers who want to work but lack citrus skills.



A seasonal farm worker picks oranges in Tulare County where all the citrus crop (39,000 acres) is picked by domestic seasonal workers without one bracero being employed for this crop.

Wages for lemon and orange picking are higher in Tulare County than Ventura Co.

ABOVE

Suggestion to use anti-poverty money to train domestic farm workers is made by a U.S. Dept. of Labor consultant.

Surveys and statistics indicate that there are enough farm workers within California to harvest all crops without imported labor if adequate scheduling and use is made of the existing farm labor force.

APPENDIX D:

b. Excerpts from early correspondence to U.S. Dept. of Labor from
Emergency Committee to Aid Farm Workers

From letter of September 28, 1964 to Daniel Schulder, Special Projects officer,
O.M.A.T. (Dept. of Labor) from Peter Lauwerys for Emergency Committee:

....."At the last meeting of the Emergency Committee to Aid Farm Workers
it was agreed that we should work towards becoming a sponsor for a E and D
(experimental and demonstration) IDTA Project whose major purpose would
be to place domestic farm workers in the jobs now held by braceros.

Enclosed is a resume of the Oxnard IDTA Project. We envisage a fair sized
project to train 1000 domestic farm workers mainly in the citrus picking
jobs now held by braceros.....There are approximately 8,000 certified job
openings in Ventura County now supposed to go first to American workers."

....."Willard Wirtz was reported as stating yesterday in San Francisco
that manpower training funds might be used for the very purpose the Emergency
Committee envisages for the E and D Project."

From a letter of October 8, 1964 to Daniel Schulder by Peter Lauwerys:

....."The War on Poverty is obviously incompatible with the bracero program.
It seems as if the governmental agencies (State, County, Federal) have not
even begun to coordinate the intent of the law with regards to the bracero
program and are only now just beginning to explore what could be done for
the local unemployed."

From letter of October 30, 1964 to Dr. Vernon Sheblak, Field Director, O.M.A.T.
U.S. Dept. of Labor, Los Angeles, from Peter Lauwerys for Emergency Committee:
(of the Proposal)

....."Pages 11, 12, 13 explain our feelings of concern least local
organizations within and without Ventura County launch a campaign to prevent
the government from supporting such legitimate experiments as we are proposing.

Appendix D: 1 b. continued)

We therefore feel impelled to ask that the proposal be handled as a confidential document at least in its early and tender formative stages. Recent (October 25 and 26) news articles appearing in the Los Angeles Times seem to indicate that the grower associations are attacking MDTA and training by agencies in the communities before even knowing anything about such training programs. This appears strange to us in light of the fact that training programs are in fact subsidies for the industry for which the workers are being trained."

Growers Assail Controversial UCLA Farm Labor Report

Survey Showing Nearly Half of L.A. Unemployed Would Work Is Disputed

BY HARRY BERNSTEIN

Times Labor Editor

Union leaders Sunday denounced a controversial farm labor report as a deceitful "blueprint for disaster for California agriculture."

The study was endorsed by union and some growers' leaders as "thorough and constructive," and W.J. Miller, head of the Los Angeles County Labor Federation, said:

"It demonstrates conclusively what we have known: that the growers' failure to recruit replacement for braceros has been a disaster."

The report is based on a survey which indicates nearly half of the unemployed in Los Angeles would be willing to take jobs now held by Mexican nationals under the bracero program, which expires Dec. 31.

Called Disaster

Miller, head of the Southern California Agricultural Producers Labor Committee, told The Times:

"California farmers are forced to follow the recommendations which we have been told are in Mr. Bullock's report, large areas of agriculture in the state would be wiped out. The economic shock of such a disaster would knock out many affiliated industries."

Bullock was director of the project which resulted in the extensive report. It was written by Fred M. Schmidt, research specialist for UCLA's Institute of Industrial Relations, at the request of the State Department of Employment as part of a larger Institute project studying joblessness and poverty in the Los Angeles area.

Miller said the report "totally ignores the fact that California farmers already pay the highest wages in the nation; that our farmers are in competition with growers in other states paying lower wages; that Mexican-grown fruits and vegetables are pushing our products out of the markets because of their low wage costs."

Some Pay Higher

The UCLA study said other areas which do not use Mexican braceros pay as high or higher wages to farm workers, and quoted a farm growers' magazine to that effect.

Miller said the report, "without supporting facts," declares California farmers can afford to pay higher wages.

"To raise farm wages in California, without corresponding increases in wages and prices in competing states, would price our farmers out of the markets," he added.

"What Mr. Bullock proposes amounts to unilateral disarmament. It is tantamount to saying to our competitors: 'We surrender the market places to you.'"

The report suggests that farm workers should be covered by state unemployment insurance, that federal manpower training programs be used to help in the farm labor recruitment program, and that training centers be

provided to serve as farm labor supply centers.

Miller said: "Taxpayers of all kinds, non-farmers and farmers alike, should be alarmed over the proposals which call for the public to pay the costs of federally-financed lengthy training courses to teach unemployed city people to perform farm tasks."

"A long training program to teach a person how to pick strawberries or fruit! How ridiculous can you get? Two weeks, but certainly not more than a month, would be sufficient training for such tasks," he said.

Miller said longer training periods might be needed to teach unskilled persons how to drive tractors or repair machinery, but that agriculture has no real shortage of such workers.

Peak Harvest Period

"Anyhow, the farmers would prefer to pay the costs of such training themselves. Our real shortage is during peak harvest periods for persons willing to perform hard, stoop labor," the agricultural expert said.

The report says the trainees would be training for skilled work in agriculture and industry and would be available for stoop labor to supplement their earnings.

Miller said the report also indicates the Los Angeles unemployed represents a large pool of potential farm workers.

"All right, we will hire them. But we have tried before. Just this last summer, we set up a week-haul operation, in co-operation with the State Department of Employment, and the most we were able to recruit in any one week was 38... at a time when we needed 7,000."

"Mr. Bullock's lofty prescriptions for solving the farm labor crisis would be ludicrous if it were not for the fact that they were concocted behind the facade of erudition," Miller declared.

But, "sitting far from the realities of farming, he has actually designed a blueprint for disaster for California agriculture, and a vast federal boondoggle besides."

UCLA FARM STUDY

Continued from First Page

Hasn't Seen Copy

Miller charged, contrary to statements in the UCLA study, that the report "was released without consultation with responsible people in California agriculture. It was released in such a way that agriculture could not prepare its rebuttal for publication in the same issue as the report."

"Our only knowledge of the report comes from the press which was given advance copies to study. I have not yet seen a copy," Miller said.

Miller said that the "giving out of a one-sided report to the press before the persons involved can answer tends to mislead the public, and to create an unfavorable image of agriculture."

The report was submitted

last week to the State Department of Employment.

An opposite view of the report came from union groups and others who insist it is an excellent study which makes constructive and unbiased suggestions.

Basset, the top AFL-CIO official in this area, said the growers' resentment to the study stems from "the facts presented which show that the program to recruit Americans has been inadequate as to total effort, insufficient as to duration and inappropriate as to method."

"The UCLA study is an objective, balanced report which attempts to assess the minimum human needs of farm workers as well as the labor requirements of the growers," Bassett said.

'Can Be Found'

The Rev. John G. Simmons, chairman of the Emergency Committee to Aid Farm Workers, said:

"We affirm and the study confirms that agricultural labor most certainly can be found in California."

He said this can be achieved by a program which assures steady work to seasonal farm workers through planned itineraries from crop to crop; a decent minimum wage; free transportation from job to job; family housing, and extension of social welfare legislation to farm workers who are now excluded.

Many of these points are guaranteed to Mexicans under the bracero program, but not to American workers, Rev. Simmons said.

"While growers pool their use of bracero labor, Americans must find farm jobs on a hit-or-miss basis without assurances as to hours or duration of work which braceros have guaranteed to them," he said.

Bassett said "the study also emphasizes, properly, what the growers are at-

tempting to confuse: that the average hourly wage estimate of \$1.31 is meaningless.

"As low as this average is, and it includes foremen, year-round workers and others, it is still wrong because it implies farm workers earn that much. They don't, because they don't work regularly."

Newly released Department of Employment figures show, Bassett said, that the average annual wages of farm workers last year was \$1,355, and "this includes money earned from non-farm jobs as well."

Few Over \$4,000

"Only 27,900 persons earned \$4,000 or more from farm jobs in all of California in 1962," Bassett said.

Rev. Simmons said further substantiation of the UCLA figures comes from such facts as the production total of lemons.

"California produces 96% of all lemons in the national market, so to hear the growers speak of competition from other states on this and other crops is virtually meaningless," he said.

The report backs up our belief that "no American industry has the right to depend for its existence on the importation of masses of foreign workers," he said.

The bracero program will end in less than 10 weeks, after 13 years of bringing Mexicans into this country for farm jobs.

Growers are increasingly concerned that with such a short time left, California agriculture may be critically hurt while debate continues.

Appendix D: 1) c: Excerpts from first Project Proposal:

From, page 3, Project Proposal of 10-27-64:

..."Almost all of the citrus harvest in Ventura County and many associated tasks in citrus culture are currently being completed by Mexican National Contract workers (braceros). The Ventura County Citrus Committee has been authorized to import over 5,000 Mexican National workers into Ventura County during 1964 to work in citrus.....The above figures indicate that there are many certified job openings for domestic farm workers as determined by the California Department of Employment and the Bureau of Employment Security of the U.S. Dept. of Labor.

At the same time as mentioned above many seasonal farm workers in Ventura County were unemployed and some were receiving welfare aid. Furthermore, migrant seasonal farm workers who wish to come into Ventura County to work at citrus find great obstacles in their way. (As reported by the Univ. of Calif. Agricultural Sciences, Berkely in a study entitled " Year-Round Crew Experiment, Tulare County".)

It is the belief of the Emergency Committee to Aid Farm Workers that the large number of certified job openings in citrus harvest skills would be filled by local and migrant domestic farm workers if those workers were given an opportunity to learn the jobs now in the hands of braceros; given counseling and guidance and direction in obtaining employment; given an opportunity to become effective enough at citrus skills to make a living at such labor and naturally given minimum conditions of decency on the job and a fair return for their labor. Employers in the County have been asking for "qualified" citrus pickers. Training and counseling will be needed for seasonal farm workers who are not now qualified by employer standards."

Appendix D 2) On the Early Opposition to the Project

a) Commentary

The attached news items and notes indicate the hostile reception given to the Farm Workers Opportunity Project even as the public funding for the program was first announced. These are of public record. However, the hostility and opposition to the Project had emerged earlier than March 2, 1965 - the date the funding of the Project was first publicized in the Los Angeles Times.

The idea of using public funds to train domestic farm workers was advanced in the press as early as September 18, 1964. A little over a month later, October 26, 1964, a prominent agribusiness spokesman, J.J. Miller (head of the Southern California Agricultural Producers Labor Committee) Bitterly attacked the idea of training persons to pick fruit. Miller stated that long training would be "ridiculous," and that "anyhow, the farmers would prefer to pay the costs of such training themselves."

This blatant opposition was well understood by the Emergency Committee to Aid Farm Workers in the Fall and Winter of 1964. In a letter to the Department of Labor at the end of October, 1964, the Emergency Committee asked that the project proposal be kept confidential in its "tender formative stages" for fear that agribusiness would "launch a campaign to prevent the government from supporting such legitimate experiments." (see pages 1009 and 1010 of Appendix.) That campaign was launched anyway. It was impossible to keep the proposal under wraps. The M.D.T.A. guidelines called for general discussion of the proposal by community groups prior to final approval.

Consequently, Vernon Sheblak (who was field director of the Labor Department's Office of Manpower, Automation and Training) called for this community discussion by sending out invitations to a meeting in Ventura

on December 3, 1964 - to all interested parties so they could learn about the proposed project. Numerous agribusiness representatives were at this meeting and were reserved in front of the Labor Department officials and the press. They asked numerous questions and agreed that the project was feasible. However privately they ridiculed the proposal and opposed any implementation. Their major criticism was directed at the proposed involvement of the Emergency Committee to Aid Farm Workers which had long opposed agribusiness over the perpetuation of the bracero system.

A news article in the Los Angeles Times on December 4, 1964 reported that that the Ventura meeting was a "break in the impasse over farm workers," and reported that a domestic farm labor force could be formed to replace braceros with the help of federal, state and local governments, growers and civic groups." This article received wide circulation and attention and was used as another pressure document in the political contest between growers and the civic groups seeking to end the bracero system once and for all.

Labor Department officials carried the message of the growers opposition numerous times to the Emergency Committee. Labor Dept. officials even told Lauwerys that the grower's opposition would probably cease if a different sponsor were selected. The key concern of the agribusiness organizations was control - control over money and staff. The thought that a "do-gooder, civic and clergy group" might gain major influence over a \$600,000 training program was abhorant to the agricultural leaders. Consequently the message was passed around the lunch tables and saloons of Ventura County during the winter and Spring of 1965. Thus by March 4, 1968 the Oxnard Press Courier was prepared to deliver a snide, caustic and ridiculing editorial entitled "Literate Lemon Pickers." (see attached) This editorial ended with the appropriate concern over the "plight of lemon growers," and a slap at the farm workers through the following comment:

"And we keep wondering about how one motivates the chronically unemployed. By documentary films of life in a drunk tank?"

The most effective opposition weapon was the development of a proposal for training to be under the sponsorship and control of agricultural associations. This is outlined in the notes of the meeting held in Los Angeles on March 19, 1965 (see attached) to discuss citrus harvest training under the Manpower Act. This proposal was dropped in May after it was understood by agribusiness that the Farm Workers Opportunity Project would continue even if the grower sponsored program were funded.

The opposition continued. In late March the Ventura County Board of Supervisors raised their voices against the program. (billed as part of the War on Poverty.) Congressman Teague, long an ardent spokesman for agriculture in Congress, attacked the Project in a public statement made in Washington in early April. Later, on June 2, the strong opposition caused the Ventura College Board of Trustees to vote against any association with the program. (see attached article) Finally, the vehement nature of the opposition became most evident in the heated debate at the Oxnard Union High School Board meeting of August 4, 1965 when trustees Cooley and Williams declared that the program was "absolutely ridiculous.... shoved down our throats... another governmental give-away penalizing hard-working individuals." Trustee Cooley suggested that the poor would find work "if we'd starve them just a little bit." (see page 25B - Final Report.)

The opposition to the Farm Workers Opportunity Project never really subsided. It continued through the life of the Project into 1966 when in mid year the local Oxnard Press Courier launched a series of articles bitterly assailing the Project and into 1967 when, after the institutional training was completed the Press Courier declared the Project to have been a flop. (see editorial, Appendic D, 5 c.)

From: Oxnard Press Courier - Ventura County

March 4, 1965

Editorials -

LITERATE LEMON PICKERS

If you want a man to pick lemons, the first thing you ask him, of course, is whether he can tell a dangling participle from a split infinitive. Everyone who passes that test is entered in a spelling bee. The last five survivors are asked to write an essay on "Chromatic Distinctions and Variations in Magnitude as Determining Factors in Judging Lemon Maturity," complete with statistical tables and reference notes. The writer of the best essay is given a stack of field boxes and told to go out and start picking.

What's going on, anyway, in the proposed program to spend \$600,000 in Ventura County to train lemon pickers? Doubtless judgment should be suspended until the worth of the program has been demonstrated, for good or bad. Meanwhile a glance at the courses to be offered causes misgivings.

One group of non-English-speaking workers will be given instruction in English and other remedial education — in addition to training in how to pick lemons. A second group, which does speak English, will get courses aimed at overcoming educational deficiencies — in addition to training in how to pick lemons. The third group, composed of the chronically unemployed, will have their motivation jacked up while being trained to pick lemons.

Instruction in English and remedial education are well worth while. They have nothing to do with picking lemons. Motivation does, and apparently an opportunity to earn a living is not sufficient, so some psychological legerdemain is to be performed. But the interesting thing is that it will take only 12 weeks to train the third group, motivation and all, but it will take 23 weeks to train the first group and 15 to train the second. The principal aim of the program does not appear to be the training of lemon pickers at all.

There are two ways of looking at the proposed program. One is that the plight of lemon growers is being used as an excuse to justify remedial education for a variety of people who may benefit from it whether or not they ever pick a lemon. The other, more hopeful view is that upgrading the labor force through educational programs, a matter of national policy in the "war on poverty," will bring some direct benefits to Ventura County.

And we keep wondering about how one motivates the chronically unemployed. By documentary films of life in a drunk tank?

Supervisors Go To War Against War On Poverty

County supervisors lashed out bitterly at operations of the War on Poverty yesterday and at the same time decided to retain active county participation in it.

Supervisors were concerned over the way funds are being distributed and because the county poverty commission was not consulted before county poverty programs were approved in Washington, D. C.

County Executive Loren Enoch was directed to communicate the concern to Gov. Edmund

Brown and Sargent Shriver, national director of the program.

Supervisor J. K. MacDonald, Ojai, who met with War on Poverty officials last week, was loudest in expressing displeasure.

"I was astounded at the desire to get this money (poverty funds) out some place. I have never seen such a loose operation about the soundness of the fiscal program."

Supervisor H. F. Robinson, Ventura, who is chairman of (See WAR ON, A-3)

Los Angeles Times 17
MON., APRIL 12, 1965—Part I

Ventura Group Bypassed in Poverty War

VENTURA — Ventura County supervisors are incensed that they are being bypassed in the federal "war on poverty" in this country.

An 18-member Economic Opportunities Commission was set up, with some of the members appointed by the board, to screen poverty projects.

But some of the county's poor people protested that the board represented taxpayer groups, and the well to do more than the poor.

Two Projects OK'd

Since then, two federal projects involving training of farm workers have been approved under a section of the act that bypasses the local committee.

Ojai Supervisor J. K. MacDonald, the board chairman who held a meeting with federal officials of the program, said, "I was astounded at the desire to get this money out some place. I have never seen such a loose operation."

Supervisors voted to express their concern about the plan is being operated to Gov. Brown and to Sargent Shriver, federal poverty war chief.

War On Poverty Operations Draw Fire Of County Board

(Continued from A-1)

the county poverty commission, said he was "doubtful the Board of Supervisors wants to have anything to do with this program."

Supervisor John C. Montgomery, Thousand Oaks, said he was also concerned but felt supervisors should take an active part in the local program.

Before supervisors yesterday was a report on a War on Poverty study by Enoch which outlined possible steps to take including direct involvement and no participation.

Supervisors decided to continue "to provide leadership and:

- Support the Ventura County Economic Opportunity (Poverty) Commission in an application for a \$15,280 grant for

commission staff assistance for six months.

- Request the county welfare director to continue staff services to the commission until its own staff is hired.

- Make the commission independent of all county departments after the commission's staff is hired.

- Assume responsibility as the sponsoring agency with the commission and its staff as a recognized adjunct of county government.

Enoch's report said that while supervisors could abandon further association with the poverty program, "this appears undesirable." He pointed out other California counties participate in the program and national county organizations urge participation.

APPENDIX D 2) On the Early Opposition to the Project

1. Copy of Memorandum regarding MDTA training for citrus harvest workers.

TO: Dr. John P. Walsh

March 19, 1965

FROM: Dr. Vernon B. Sheblak

Meeting to Discuss Citrus Harvest Training under MDTA

A meeting was called today by Dick Daniels, Manager of the Farmers' Harvest Association with headquarters in Los Angeles. In attendance were Bob Miller of the Coast Growers, Oxnard, Bill Craig, Ventura, as well as representatives from Bureau of Employment Security, California Department of Employment and Bureau of Apprenticeship Training.

The meeting was opened by a statement that the citrus industry was interested in discussing training of citrus pickers under MDTA to see if this might cut down on their excessive turn-over. They are thinking in terms of short-length training programs as they have a need for large numbers of harvest workers in Ventura and Orange Counties to pick both lemons and oranges. The growers agreed that a normal person in good physical condition could learn to pick well enough so they could earn the minimum of \$1.25 an hour in about two weeks.

What the citrus industry wants is:

- 1. People who are motivated to work in citrus.
- 2. To cut down on the expensive situation that they have at present where they are continually starting a number of new workers.
- 3. Workers who are capable of being trained by a foreman in one or two weeks.

They agreed that:

- 1. They can keep harvest workers employed practically all the year around. As well as picking they might be trained to do pruning, irrigation and other jobs on the ranch.
- 2. What they would like to have would be a continuing program with maybe fifty in training at a time.
- 3. They now have about 10,000 pickers in the citrus industry but the older workers are gradually moving out and they need new younger workers.

Dr. John P. Walsh

March 19, 1965

I pointed out that this program, if started in Ventura County, might conflict with our E & D Project for 600 citrus workers just getting started. However, they said this would be a short-range intensive program. Also, they could use all the pickers that could be trained in both programs.

After much discussion it was agreed that two training proposals would be submitted to the growers not later than next Wednesday, March 24th, so that it could be discussed with Secretary Wirtz when he visits California.

The two proposals would be:

Institutional Training

Four weeks of classroom training would be offered which would include such things as orientation into the citrus industry, motivation, how to work under supervision, sanitation, safety, communication skills, etc. A class would be held three days a week and the other three days the trainees would work picking citrus. They could be paid for up to twenty hours and would also receive a training allowance if eligible.

On-The-Job-Training

Under this alternate proposal there would be several weeks of schooling similar to the above. The trainees would then go into OJT conducted by the growers. One foreman would supervise ten trainees. The trainees would be paid as they would be doing productive work, and the employers would be reimbursed for the foreman's salary. Training allowance would only be paid during the institutional training period.

Teague opposes *Press-Courier* *April 7, 1965* training project

WASHINGTON — Congressman Charles Teague said today that though extension of the Manpower Training Act was approved in the House with almost solid GOP support, he regards a current administration project to spend \$95,000 to train lemon pickers as hardly worthwhile.

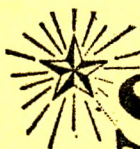
"These two activities are conducted under entirely different federal laws — one worthwhile,

the other (under the Anti-Poverty Act) for the most part of very questionable value," the Ojai, Calif., Republican said.

"It seems to me that if a person wants to do so, with employer help and supervision, he can learn to pick lemons in a few days. On the other hand, to become a skilled draftsman, mechanic, plumber or other tradesman requires many weeks of training or retraining."

Teague said he would have preferred that the Manpower Training Act's present funding provisions be retained, under which states would be required to put up one-third of the necessary funds starting July 1, 1965. An effort to keep this formula was defeated, however, and full federal financing until June 30, 1966, the original expiration date of the act, now advanced to 1968, was approved.

But under the bill, he said states would have to pay 10 percent of training costs starting July 1, 1966, with the federal government continuing to pay the full cost of training allowances, which range between \$20 and \$35 a week.



VENTURA COUNTY

Star-Free Press

VENTURA, CALIFORNIA, WEDNESDAY, JUNE 2, 1965

SECTION I

V.C. BOARD HAS ITS DOUBTS

Train Lemon Pickers In Classroom?

Ventura College trustees were not impressed yesterday with a request to train domestics and agricultural workers under the new Federal Manpower Development Training Program.

Robert Tobl, assistant supervisor for the Bureau of Industrial Education, State Department of Education, appeared before the board to outline the program's expanding needs.

The purpose of the act, he said, is to alleviate unemployment, caused by lack of skills. He disclosed that the Ventura office of the State Department of Employment has found local job openings and training needs for housecleaners, general duty nurses, cooks helpers, and laundry workers.

In Oxnard there is need for basic education for 600 farm hands, while 720 citrus harvest hands are needed in the county.

Tobl said the vocational education section of the department of education has the responsibility of selecting a train-

ing agency or training agencies to fill these needs.

"But how," queried one board member with a perplexed look, "are we going to teach harvesters in a classroom to pick lemons?"

When Tobl answered that this type of training perhaps would best be accomplished outside the school, but that the program could be administered by the school staff, Dr. Edward Rowins, the district's superintendent, protested. He said the school already is undergoing an enrollment stress for fall-term classes and "we have real limitations on campus."

He said before making his recommendation he would expect the board to be made fully aware of all of the program's implications in terms of their reflection on the college.

Tobl said Ventura College is considered as the most satisfactory training agency for the operation of MDTA projects in

Ventura County because of its location, its facilities for occupational training, its experience in vocational education and adult education, and because it has had experience with MDTA projects in electronics, nurse's aide and food service worker.

On other matters, the board:

—Opened bids for the construction of a students union building ranging from \$213,800 to \$224,800 and set June 15 for awarding a contract.

—Heard a progress report from Dr. Thomas B. O'Neill, biology and botany instructor who is serving as president of the recently organized Ventura College Academic Senate. The board encouraged attendance of its meetings by a member of the faculty - composed Senate but declined O'Neill's suggestion that in the near future the Senate's president be permitted to become an ex-officio member of the board.

Board member Roger Moeller, of Simi, answered O'Neill's proposal with the question: "Wouldn't this have a tendency to muddy up the academic end of things?"

The college board formally approved a three-quarter step or 4.35 per cent salary increase for employees. The hike had tentatively been approved last month but final action had been deferred until yesterday pending reaction to its decision by the personnel commission. The commission's recommendation had been for a full-step or 5.8 per cent increase.

In addition to the raise, the board also granted employees with five years or more of service a 15-day paid vacation.

It also formally adopted the tentative 1965-66 \$3,410,692 budget, which is based upon a possible 52.5-cent tax rate. This is 2.5-cents higher than the present rate.

Appendix D 3) The California Dept. of Employment and the Project

a. Commentary

Without frequent and constant involvement of the California Department of Employment the Farm Workers Opportunity Project would never have been funded. The Dept. of Employment was involved from inception through completion of the Project. MDTA program development guidelines for experimental and demonstration projects call for the preparation of projects by and with local and state offices of the Dept. of Employment. The Employment office paid allowances to trainees and made the final selection of participants.

The attached copies of notes of meetings and letters indicate the nature of the Department of Employment involvement. The Department was seen by project staff as being essentially submissive to the politically and socially powerful agribusiness giants. The Employment Service took little initiative in the development of any phases of the program and only responded effectively to the prodding and pushing of either the Emergency Committee or the Washington officials of the U.S. Department of Labor. State Employment office officials reluctantly performed their appointed duties indicating all the while that for programs to be "successful," local growers desires and objections would have to be met. A key project development document was the Employment Service MT 1 form. This outlined the need for training, nature and objectives of training, number of job openings. This MT 1 form for the Farm Workers Opportunity Project was revised after the Santa Ana meeting of May 14, 1965 (see notes.) The vocational training phase became secondary and it was agreed to postpone development of job training until after the basic education was underway. This went a long way to meeting grower opposition and made it possible for a basic education program to start in the Fall of 1965.

A serious conflict arose between the Emergency Committee staff of counselors and the local Farm Labor Office staff over who would be allowed into the Project. The Project staff used different criteria for judging applicants than those the Farm Labor used. Project staff often referred persons "most in need of training" if not the best risks for "success." The conflict was settled by a meeting between the Project Director and the Director of the California Department of Employment (than Albert Tieburg) and his associate, Paul Little. The results of this meeting were laid out in a letter from Paul Little, (see attached.)

The local Department of Employment's attitudes changed as the Project continued. Employment officials became benevolent and sympathetic to the aims and nature of the Project. Towards the end of the Project the Ventura Department of Employment made what appeared as sincere and concentrated efforts to find jobs for trainees - all with little success. The attached list of skills backgrounds of trainees was prepared at the time the Employment Service made efforts to place enrollees in employment after graduation. Interviews were conducted in Spanish and the outcome showed a sympathetic approach to trainees backgrounds and abilities. It is remarkable how many of the "farm workers" had worked in non-agricultural jobs.

Finally, the local California Department of Employment indicated its ability to learn from the lessons and mistakes of the Farm Workers Opportunity Project in the development of the new MDTA skills Project that was begun in early 1968 with the sponsorship and involvement of Ventura Junior College.

Appendix D:

3) Dept. of Employment and the Project

a) Notes from Santa Ana meeting of May 14, 1965

Rough Notes - Meeting - Southern Area Office Calif. Dept. of Employment,
9:30 A.M. - May 12, 1965 (by Eldon Cully, California Department of Employment.)

Attending; Dr. Vernon Sheblak, Field Director, OMAT; Peter A. Lauwerys & Dan Lund, Emergency Committee to Aid Farm Workers; John Schaal, OFLA, Bes, Washington, D.C.; Ken Cutler, Regional Supervisor, Bureau of Vocational Agricultural Education; R.A. Garrison, Ventura High School District; Niels Pedersen, Jack Ward, Bob Shelton, Eldon Cully, Department of Employment.

Pedersen said Lauwerys original E&D project had been approved, but several obstacles had arisen, so the meeting today was to discuss changes and submit proposals which would not duplicate each other in the same area. It was recommended that the title "Citrus Harvest Hand" be removed from Lauwerys' project, as his project would be for both men and women, and, while aimed primarily at agricultural occupations, it could include some non-ag occupations. It is expected and anticipated that a majority of the graduated from Lauwerys' project would move into vocational education training. The growers project is to be amended to include the stipulation that they will accept graduates from Lauwerys' project. Pedersen said everyone is anxious to get both projects going as the citrus industry needs this type of thing.

Lauwerys stated that the growers project would limit the need for his E & D project providing training in citrus harvest skills. He then outlined basic agricultural training needs for seasonal farm workers in Ventura County.

California Campesino (for lack of a better word, but means year round seasonal local worker)

(1) Elementary Agriculture	A-1 Lemons & Oranges	B-1 Irrigation
A - Harvest skills needed	2 Tomatoes	(3 days training)
	3 Strawberries	2 Element 1 wheel tractor (3 wks training)
B - Ag. labor skills needed	4 Celery	
	5 Sugar Beets	3 Pruning-Citrus Walnuts (2 wks training)
	6 Vegetables, Misc.	

Lauwerys then explained that the intent of his E & D project is to provide a stable local work force of tractor operators, irrigators, fruit pickers, etc. The program every day for approximately 20 weeks would include English, arithmetic, counseling, remedial education, etc., from 8 a.m. to noon, and 4 hours in the afternoon for on-the-job type of training.

Cutler pointed out that the Department of Education would not pay for the counseling.

Pedersen said that the growers 4 week course would include 20 hours classroom training and 20 hours work per week - the participants to work on

the prevailing wage and not the "criteria" wage. MDTA money will pay for the 20 hours training, and the participants will earn wages for the other 20 hours. The training will probably take place in a growers camp, with a room provided as a classroom. The training will include motivational subjects as to an employees responsibilities to the job and the employer, how to check their piece-rate earnings, don't walk off the job when questioned until after you have discussed the situation with the foreman first, etc.

Cutler said that the foremen-instructors would all have completed the Santa Paula Farm Foreman Training Course. The classroom instruction would be 4 hours per day for 6 days per week for approximately 4 weeks.

Lauwerys said that his E & D project would bring people up to a level where they could be funneled into the growers MDTA course.

Ward pointed out the differences between year-round and seasonal workers, and questioned the E & D project training covering both types of jobs, as tractor driving and irrigating jobs are "rewards" for seasonal workers.

Lauwerys said his people should receive this instruction so they will be ready to accept advancement when the opportunity arises. If a worker has all of the various skills he will be prepared for any type of work that is available, and the elementary training would give him a smattering of all skills.

Pedersen said the counseling must be sure to point out that just because a man is trained in tractor operating or irrigating does not mean that he will get only this type of job, but must accept any type of work that is available. Ward said that it is impossible in including D.O.T. codes 3-16-10 and 3-16-90 in one group, so it must be strongly stressed in the counseling that the training is to upgrade their skill and promotional opportunity.

Pedersen said the two programs would be tied together, with the E & D project preparing people to go to work in agriculture and the MDTA course training people specifically in citrus, conditioning them physically, etc., to become permanent citrus workers.

The Ventura County citrus course is designed for statewide use, and should be ready to move into Orange, Tulare, San Bernardino Counties, etc. Additional courses will be developed for Lauwerys E & D project graduates, so that they can be funneled into 'poultry worker' courses, etc. Pedersen also said that Central Office wants wording included in the growers MDTA course to the effect that graduates from Lauwerys project, the Santa Barbara project, or any other MDTA program graduates will be accepted into their citrus worker project.

Cutler said the growers project would not be a district high school program, but would be conducted as either a county or Jr. College district program.

Ward said he had presented the proposal to the growers before knowing about the on-the-job training phase of Lauwerys project, and was not sure how grower acceptance would be now. Lauwerys said his project would be strictly institutionalized training and would not involve harvesting activities. Shelton said these projects had been delayed, as there seemed to be two programs for the same purpose in the same area, and there could be some duplication. Pedersen pointed out that people from Lauwerys E & D project

would be like High School graduates who would need some additional special training to provide them with skills for the jobs available, and the growers MDTA project would be seeking the E&D project graduates to reduce turnover, etc., and it would be impossible to train qualified year-round workers for Ventura County without covering oranges and lemons. Shelton said the Department is not limited to training only in specified D.O.T. occupations, but on training to meet employers' needs.

Cutler said if the farmers buy both of these projects, the schools will. Pedersen said he feels sure that the farmers will buy the projects. Ward said he had told the growers that the E & D project would feed applicants into the growers MDTA course, and he had gotten two impressions from them. (1) Doubtful and (2) Maybe - the growers have had one week now to discuss with their directors, etc., and to reach a decision. Lauwerys said that many graduates of the E & D project would not go into citrus. Pedersen said the E & D graduates would be interviewed and screened by the Farm Labor Service before being referred to the growers MDTA course.

Pedersen said the growers MDTA course will be off the ground almost immediately as the Director and Washington have both agreed to approve it as long as there is no conflict between the two courses.

Lauwerys commented that we are setting a precedent, as we could be starting a trend to eliminate migrant workers and establish a stable local work force.

It was agreed by the group that the "citrus worker" project would involve 4,700 people in California, with 720 in Ventura County, under MDTA, Title II (A primary purpose of this project would be to induce stability on the part of the worker.) The E & D project under an OMAT contract will involve 600 people.

Lauwerys organization will recruit and counsel applicants and refer them to the Oxnard Farm Labor Office. The Farm Labor Service will do the selective screening and referral to training or placement.

Cutler said that training on irrigation, pruning, tractor maintenance, etc., would involve many dollars, as equipment would have to be purchased, possibly land would have to be leased, etc., and he was concerned that this expense would continue.

The meeting was adjourned with participants agreeing that amendments or new proposals would be prepared locally and submitted through the proper channels for action as soon as possible.

Appendix D

3) Dept. of Employment and the Project

b) Dept. of Employment rulings regarding screening and admission.

COPY OF LETTER of DECEMBER 3, 1965:

Department of Employment
Sacramento 95814

FROM: Paul W. Little
Deputy Director, California Department of Employment
December 3, 1965

TO: Peter A. Lauwerys, Director
Farm Workers Opportunity Project
128 Colonia Road
Oxnard, California

Dear Peter:

In line with your discussions with Director Tieburg and myself on Tuesday evening, November 30, here are the points of agreement which were reached during the discussion:

1. Definition of Unemployment

For the purposes of this project, Cal (R)6115, "Unemployed" means an individual who is able to work and available for full-time employment and is not working, or is a member of a farm family that has less than \$1,200 annual net family income.

2. Underemployment

For the purposes of this project, an underemployed individual is an individual who is working less than 40 hours per week, or less than the norman work week, or who is working below his skill level, or who is working at a skill which has prospects of becoming obsolete.

3. Transportation Allowances

Transportation allowances may be paid to trainees of this project in amounts which are based on costs of the least expensive forms of public transportation available between the training facility and the residences of the trainees, not to exceed \$5 daily.

- a. A trainee referred to the project on and after 11-22-65 may be reimbursed for the cost of his transportation to and from the training facility only to the extent that the cost per round trip exceeds \$.50 per day or \$2.50 per week. The trainee is responsible for meeting the cost of transportation up to and including \$.50 per or \$2.50.

- b. The transportation allowance of a trainee referred prior to 11-22-65 is not subject to the \$.50 per day or \$2.50 per week deduction, but is payable in the full amount of the cost, not to exceed \$5 daily.

4. Residency Requirements

For the purposes of this project, there are no residency requirements. In the event the school or any other agency stipulates any residency requirement, they should be reminded that the authority for final selection rests with the Department of Employment and that that agency will not participate in the implementation of any such requirement.

5. Dependency Allowances

In addition to the weekly benefit paid the head of household, or member of household in which the head of household is unemployed, or is a single self-supporting person with two years work experience, additional \$5 weekly allowances may be paid for each dependent in the household up to and including six. However, the maximum allowance, including dependency allowances, may not exceed \$75 per week. A single self-supporting individual over age 17, who is not a dependent, even though he resides in the same household, and if he has two years work experience, may receive the adult training allowance.

6. Powers of Selection and Referral

For the purposes of this project, the authority for selection and referral of trainees is fixed exclusively with the California Department of Employment, and project personnel have no responsibility for this function.

7. Employed Workers

It shall be the policy, for the purposes of this project, not to refer prospective trainees who are employed.

8. Completion of Training

Prospective trainees must express, as a condition of eligibility for referral to the project, their willingness to complete the training.

9. Location of Residence

In determining eligibility for referral to the project, the place where an individual resides, whether it be on a ranch, in a trailer, or in a rented domicile, shall not be a factor in determining the eligibility of an individual for referral to the project.

10. Reasonable Expectation of Employment

There must be a reasonable expectation of employment opportunities for the applicant after training. For the purposes of this project it can be assumed that this criteria will be met. No applicant will be referred without real and substantial reasons to believe that he will be a successful trainee and a reliable employee and expresses a willingness to complete the training. For the purposes of this project it will be assumed there will be employment opportunities for such trainees at the conclusion of the training.

These points of agreement will be transmitted to our staff who are assisting you in the project and we will be very happy to have you transmit this letter to your counselors who are discussing the project with prospective trainees.

Sincerely,

Paul W. Little

Appendix D

3) -d. Letter to Director of Employment, from Project

February 23, 1966

Mr. Albert B. Tieberg
Director
California Department of Employment
800 Capitol Mall
Sacramento, California

Dear Al:

Enclosed you will find copies of recent letters I have sent concerning a complaint by Mr. T. Allen Lombard, President of Rancho Sespe, Fillmore. The letters can be considered as a partial response to Mr. Lombard's charges against the Farm Workers Opportunity Project.

The incident over Mr. Mario Soto is instructive in that it illustrates some of the hostilities and attitudes of certain employers towards basic education programs designed to upgrade seasonal and migrant farm workers. Mr. Mario Soto had not been employed by Rancho Sespe since September 17, 1965. He applied for admission into the Oxnard Experimental and Demonstration MDTA Project on November 8, 1965 at which time he was unemployed after having concluded work with the Tafoya Brothers of Oxnard as a tomato harvest worker. I am sure that the Oxnard Farm Labor Office was quite correct in classifying Mr. Mario Soto as an unemployed or underemployed worker at the time he applied for admission into the project.

I would like to take this opportunity to lodge a very strong statement of support for your policies with regards to the definitions of unemployment and underemployment for seasonal farm workers. I feel that it is most reasonable to consider underemployed part-time workers as unemployed individuals eligible for entry into manpower programs. This touches on the crux of the problem effecting seasonal farm labor: a lack of sufficient employment lasting through the year. The average seasonal farm worker in California has between one hundred and one hundred and thirty days of employment available to him each year. This clearly indicates that almost all seasonal farm workers can be classified as underemployed if we take the criteria of forty hours of employment per week for forty eight weeks of the calender year as meaning full employment.

I remain fully aware of the probable opposition to the above classification of unemployment or underemployment from various employers or employer associations who have profited from a surplus labor force of unemployed individuals. We should, however, encourage employers to make arrangements whenever possible, to regularize the employment situations of seasonal farm workers. Pushing the concept of a forty hour work week for forty eight weeks of the year, or on as extended a basis as work will permit will be striking a bigger blow in the War on Poverty than many

million dollar projects. Equally, making the public aware of the consistent underemployment of seasonal farm workers will encourage employers to a more effective use of their existing manpower.

In reference to the Oxnard MDTA Project, any seasonal farm worker who is not currently employed at the time he applies for admission into the program would almost certainly be eligible for entry into the project. Being a seasonal farm worker means being underemployed.

I call to your attention the fact that no further "recruitment" in the normal sense of the word will be required for the project. There are so many applicants for the program that our problem is not recruitment, but referral to employers or outside agencies. How can we stop the constant flow of farm workers who stream into the office at 128 Colonia Road, Oxnard, to ask if they can come into the program?

I will most certainly continue to meet with agricultural employers in Ventura County (including Mr. Lombard of Rancho Sespe) to do everything in my power to bring about a cordial relationship between all parties concerned with the Oxnard MDTA Project. I am optimistic with regards to an improved climate of opinion arising over the Project. Enclosed with this letter is a copy of our latest report to Washington. I hope you find this worthwhile reading.

I hope to see you soon again.

Sincerely,

Peter A. Lauwerys, Director
Farm Workers Opportunity Project

PAL:av

cc: Paul Little
Niels Pedersen

Appendix D: 3) Dept. of Employment and Project

c) Findings regarding skills backgrounds of trainees. Classification for job placement as made by California Dept. of Employment Ventura Office.

NAME	JOB EXPERIENCE (in U.S. or Mexico)
A.A.	Porter
A.Ar	Mat. Handler (P.H.) & Truck Driver
A.J.	Mat. Handler (P.H.)
B.V.	Porter - Package
B.S.	Process chem. & Rel.
B.A.	Porter - Package
C.A.	Salesperson - general
C.E.	Sorter, produce - clerical sales - celery sorter
C.V.	Salesperson -women's clothing (B.C.)
C.G.	Kitchen helper (Mexican food cook)
C.J.	Assembly & repair (2 yrs. corres. radio T.V.)
D.A.	Salesperson, T.V. appliances
E.F.	Domestic - housekeeper
G.J.	Mech. helper - laundryman
G.Je.	Meat Cutter - freezer meat cutter
G.F.	Constr. wrkr. (concrete & bricks)
H.C.	Lathe Opr. Prod. - Mach. shop, 6 yrs. exp.
J.J.	Kitchen helper
L.A.	Mine electrician (3 yrs. exp.)
L.E.	Bricklayer (cement finisher)
L.Man	Rope lay mach. opr. (8 yrs. exp.)
L.Mar	Sorter, Agr. Prod. - gift wrapper exp.
L.E.	Food Proc. agr.
M.P.	Truck driver - field truck (agr.)
M.H.	Proc. Food (P.H.)
R.R.	Food Service - Kitchen helper
M.R.	Packaging material hndlg.
M.J.	Mat. Hndlr - swamper, painter hlpr.
N.A.	Porter - Kitchen helper, janitor
N.E.	Material handler (P.H.)
O.H.	Carpenter - trailer cabinets & carpentry
P.M.	Laborer salvage (knows metals)
P.F.	Auto mech. hlpr.
Q.M.	Woodwrks. shophand (12 yrs. Peoples Lbr.)
Q.A.	Sorter, Agr. prod (2 yrs. exp. gro. checker)
R.E.	Stock clerk & rel. (8 yrs. exp.)
R.J.	Kitchen hlpr. - camp cook hlpr.
Ru.J.	Bldg. & rel. serv. occs.
Rui. J.	Laborer, stores - printer hlpr.
S.P.J.	Auto mech. hlpr.
S.J.	Pckg. & Mat. hndlg. occ. (3mos. exp. milkers)
S.M.	Mach. repairing (8 mos. exp. gas engines)
T.S.	Proc. Food & Rel. (Packing House)
U.F.	Machine trades - shoe factory
V.R.	Florist - gardener
D.D.	Bldg. & Rel. Serv. Occs. (some exp.)
L.I.	Bus Boy - Kitchen helper

*Note The above statistics of graduate students of Sections 4 & 5 who have had job experience in the related field(s) either in Mexico or the U.S. Classifications for job placement were supplied by the Dept. of Employment, Ventura, Calif. Most of the students obtained their non-agricultural employment in Mexico rather than in the U.S.

Appendix D -4) Agribusiness - Project Relations -
Effect on Agricultural Community

a. Commentary

This subject is dealt with extensively in the Final Report of the Farm Workers Opportunity Project, (especially in Chapter IV section 7, pages 95-102.) This appendix contains copies of various correspondence between growers (or their lawyer) and the Project, politicians or Department of Labor officials. The contents of the letters and the accompanying news articles indicate the nature of Project - agribusiness relations. The Project was never accepted by the agricultural community and was attacked by agribusiness "spokesmen" to the end. The reasons for the agribusiness hostility is best outlined in Appendix D section 1, which describes the opposition to the Project. The Project came into being as another weapon in a political contest between bracero-users and the anti-bracero program forces. This was also an effort that paid off for the anti-bracero system groups. Naturally, the agribusiness leaders resented the Project and all those associated with the Emergency Committee to Aid Farm Workers. It was near-impossible therefore for the Project Director or his associates to "make up," after the bitter struggle -especially when the agricultural giants of Ventura County had little ostensible reason to "tolerate" the existence of the "outside" intruders. The growers didn't need any program. The Project, as evidenced by the letters, nevertheless made valiant efforts to build good relations with agricultural groups and ranches. A climate of trust or even of co-existence never developed however. The Project staff maintained its right to continue community organization activities to the end while the agribusiness organizations continued to harass the Project and complain about its activities and very existence until the conclusion of the program.

Appendix D 4) Agribusiness-Project Relations

b) Letter from Project Director to Agribusiness lawyer, December, 1965

December 9, 1965

Mr. Ivan G. McDaniel
Suite 310
Texaco Building
3350 Wilshire Blvd.
Los Angeles, California 90005

Dear Ivan:

I appreciated the opportunity to be able to exchange ideas on farm labor problems and the War on Poverty with you on November 24 at Limonera Ranch. I hope the meeting was just the beginning of a free and cordial relationship between ourselves and other individuals interested in a healthy agricultural industry and good community relations in rural areas.

Enclosed please find a copy of my most recent report on the Farm Workers Opportunity Project in Oxnard. Please note that the report is not for general distribution or for the press. It is a periodic report to the Office of Man-power Automation and Training of the U.S. Department of Labor on the activities of the Farm Workers Opportunity Project staff. Although this information is available to the public there is no desire on the part of the Emergency Committee to Aid Farm Workers to make use of such information for propaganda or irresponsible publicity purposes.

I recognize that the counselor-case reports do not always reflect ideal employee - employer relations in Ventura County for many farm workers tell our counselors of unhappy experiences that they have suffered while employed in agriculture. It is my sincere hope, however, that responsible and legitimate complaints can receive just and fair treatment by agricultural employers or associations.

All of us who are working to build a strong and viable agricultural community will surely recognize that it is to everybody's benefit to build good community relations between growers and farm workers.

I also enclose a copy of a news article that appeared in the Oxnard Press Courier last Saturday on "Operation Buenaventura" -the War on Poverty project aponsored by the Emergency Committee to Aid Farm Workers. I am sure you will find the article gives a very full and detailed account of that project's activities and tasks.

Best wishes to you.

Sincerely,

Peter A. Lauwerys,
Director,
Farm Workers Opportunity Project

PAL/gl
cc: Curtis Aller
Katherine Peake.

Wirtz Steals Workers, Citrus Manager Charges

A Rancho Sespe spokesman has charged Secretary of Labor Willard Wirtz with stealing farm workers off the job to put them in school.

Allen Lombard, manager of the citrus ranch located between Santa Paula and Fillmore, charged Wirtz' action would raise prices and hurt both the growers and the buyer.

Lombard's charge came in the wake of a disturbance involving the family of Mario Soto who had been a picker at Rancho Sespe but left in September to attend a federally financed Farm Workers Opportunity Project school in Oxnard.

Illegal Renting?

Lombard said that the Soto family has been living illegally in the rented house at the ranch since September and cited a law which says that it is illegal for farmers to rent houses to people who do not work on the farms.

But Lombard said that he permitted the Soto family to remain there until after the first of the year.

Soto, however, who has 11 mouths to feed, has obtained help from the Ventura County Legal Aid Association to fight eviction.

Earnest Jenkins, a counselor for the study project in which Soto has been enrolled for the past four months, called Rancho Sespe's actions "... another attempt by growers to prevent farm labor from getting an education."

Students Solicited

Lombard claimed that Jenkins had solicited prospective students by going house to house in the Rancho Sespe housing project. He said that Soto was the only one who left.

Under the program, Soto who receives \$75 a week while attending classes, was allowed to work 20 hours per week. Lombard said he offered Soto work but the latter refused it.

Lombard said that he was all for education but charged that it was illegal for federal governmental agencies to recruit farm workers while they were employed on farms.

"This happened at the peak of our fall harvest," Lombard said. "We were way behind, due to the labor shortage. We had 20,000 to 30,000 boxes of lemons drop on the ground and were unable to pick our export oranges fast enough. September was our most critical period."

Appendix D 4) Agribusiness - Project Relations

c. Letter from Rancho Sespe to Senator Kuchel

RANCHO SESPE
Fillmore, California

CITRUS FRUITS . AVOCADOS . CATTLE . CITRUS, AVOCADO AND MACADAMIA NUT NURSERY

January 25, 1966

The Honorable Thomas H. Kuchel
Senate Office Building
Washington 25, D.C.

Dear Senator Kuchel

During the past year, due to the labor shortage, on this farm we had severe crop losses. Some 17,000 boxes of lemons dropped on the ground and we lost about \$50,000.00 because of inability to take export orders on oranges.

Now we find that our own government, through the Department of Labor's Farm Workers Opportunity Project, has actually removed much needed and fully employed farm workers by soliciting on our private property to suggest attending a training school paying over \$325.00 a month, plus mileage allowance to some individuals to drive 50 miles a day to attend school.

Such project workers have gone house to house in our 200 house village without our permission to explain and promote this school program.

The enclosed article regarding one such worker taken from our job is self explanatory. The director of this Farm Workers Opportunity Project for this area told us that he felt we should also house this worker and his nine children who were occupying two of our housing units, for possibly a year while he attended school.

This type of thing will destroy our ability to harvest crops and help further to put us out of business for our heavy tax burdens are paying for these schemes.

Knowing of your concern in the welfare of our agriculture and Country, I ask your assistance in putting a stop to this squandering of the taxpayers money.

Sincerely yours,

T.A. Lombard
President

Appendix D -4) Agribusiness - Project Relations

e. Copy of "Inside Politics," January, 1966

"A Monthly Political Digest for Members of Republican Associates of Los Angeles County"

"FORMER" UNION BIGWIGS "EDUCATE" FARM WORKERS WITH PUBLIC FUNDS

There are indications that projects financed by funds granted by the Office of Economic Opportunity (OEO) under President Johnson's Anti-Poverty Program are being used to advance attempts to unionize California farm workers. These grants are in effect at a time when an all-out effort to organize farm workers is being launched. The first organizing drive was announced last week by the Teamsters Union which will, in cooperation with the AFL-CIO go into Tulare County this week to begin a campaign to unionize citrus workers.

OPERATION BUENAVENTURA

One of the projects currently financed by an OEO grant is Operation Buena-ventura in Ventura County. Operating under a grant of nearly \$100,000, the purpose of this project, according to the proposal submitted to the OEO, is "to train community action program aides and to provide a channel of education and information for incoming migrant workers." Twelve aides selected from the migrant population are being trained to 'educate' other migrants. Director of this program is Mrs. Katherin Peake, who has long been associated with efforts to unionize farm workers in California and who is the former wife of Clive Knowles, a district representative of the United Packinghouse Workers, Local 78. Also employed in the project is John Soria, who has been active in various parts of California as a Union organizer.

Ivan G. McDaniel, senior partner of the Los Angeles law firm, McDaniel & McDaniel, represents many non-profit associations which include as members most of the farmers in Ventura and Santa Barbara Counties. Writing a letter of protest to Sargent Shriver, Head of the OEO, on behalf of his clients, Mr. McDaniel points out that one of the teachers in the Operation Buenaventura project is drawing approximately \$8,500 a year in salary, having gone no further than high school, while fully qualified and credentialed teachers with college degrees are available at salaries starting at \$5,500 a year. He says, "this person has substantial experience only in labor organizing work of agricultural workers in the area... We do not intend to discredit this person or those in similar categories, but merely point out that the capacity for teaching would lie primarily along labor organizational lines." He also points out that "Most of the Aides (those being trained) who have been chosen are wives of labor organizers or persons directly interested in that field." Mr. McDaniel goes on to state, "It would seem that the primary purpose of this project is to train both male and female labor organizers...(and) that the cost of this project in wages and other expenses for only three teachers and ten Aides is excessive."

FARM WORKERS OPPORTUNITY PROJECT

A second project in operation in Ventura County is the Farm Workers Opportunity Project, operating on a grant from the Department of Labor under the Manpower Development and Training Act. Mr. McDaniel says about this project: "A visit to the office of this project will show that the office is primarily run by a group of well known labor organizers working among the Mexican-Americans in the district. In fact, inquiries in the neighborhood brought out the response that it was a union office. These labor organizers are employed to visit presently employed farm workers in an effort to induce them to enter the program. It appears that the remedial education and proposed training is overshadowed by the unionization objective."

OPERATION HARVEST HANDS

Another project operating in connection with the Farm Workers Opportunity Project, is "Operation Harvest Hands." Mr. McDaniel expressed objections to this project also, saying "Apparently the activities of the National Farm Workers Association in Kern, Kings and Tulare Counties are a part of or coordinated with the Harvest Hands project. Those (the National Farm Workers Association's) operations consist primarily of union activities in disrupting harvesting operations, picketing ranches, and otherwise attempting to coerce farmers into acceding to demands of the Agricultural Workers of California and the National Farm Workers Association. Here again it seems that the major purpose is not the recruiting and developing of additional farm workers, but unionizing already available and trained farm workers."

EMERGENCY COMMITTEE TO AID FARM WORKERS

The Emergency Committee to Aid Farm Workers, a voluntary citizens committee, based in Los Angeles acts as a sponsoring and funding agency for the three projects mentioned above. This committee received an OEO grant in March 1965, in the amount of \$95,431. A prominent member of this committee is actor Steve Allen, who currently is the "leader" of the pickets participating in the boycott of Los Angeles retail stores currently taking place in connection with the Delano grape strike.

These grants to organizations directed by union-connected individuals are especially interesting in light of the fact that plans are being laid for an all-out organization campaign in Ventura County in the Spring similar to that now planned for Tulare County. It will be interesting to watch the activities of those trained under the Ventura project when this campaign begins.

NATIONAL FARM WORKERS ASSOCIATION

OEO funds in the amount of \$267,887 were also granted in early October to the National Farm Workers Association in Delano, led by Cesar Chavez. This is the very organization which is presently engaged in the Delano grape strike along with the AFL-CIO Agricultural Workers Organizing Committee. Though the OEO found it politically expedient to hold up these funds for the duration of the strike, there has been no indication that the grant will not be eventually awarded.

These funds were allocated for teaching citizenship and money management, chiefly to Mexican-Americans, in Kern, Kings and Tulare Counties. Thirty-one indigenous unemployed migrants of Mexican descent were to be selected to receive two months preparatory courses in money management, consumer education, family budgeting and use of credit unions, with two of the trainees receiving further training at the University of Wisconsin. At the conclusion of their training, the 31 would be employed to teach migrants, in their homes, about citizenship rights and responsibilities, functions and services of public agencies, money management and ways to upgrade their educational level. Again we see public funds directly connected with the effort to unionize farm workers.

PUBLIC FUNDS TO SUPPORT UNIONIZATION??

Though these funds are granted with the ostensible purpose of raising the standard of living of migrant workers, undoubtedly any program set up to educate and instruct migrant workers as to their rights will include instruction in worker organization and will be designed to make workers susceptible to unionization. This especially true when the projects are being directed by those with a strong union orientation. However indirect the methods which may be used, this amounts to the use of public funds to support a particular interest --that of the unions.

The desirability of achieving unionization of farm workers is not the question at this point; rather it is a question of the propriety of using public funds --taxpayer dollars-- to assist in achieving this end.

Appendix D: 4) Agribusiness-Project Relations

f) Answer to Lombard from Project Director

February 17, 1966

Mr. T. Allen Lombard
President
Rancho Sespe
Fillmore, California

Dear Mr. Lombard:

I hope you received my letter to you of January 28, 1966, a copy of which is attached to this letter. As I had not received any reply from you, I feared that the letter must have been lost in the mails. The letter was written to inform you of the entry into the Oxnard Experimental and Demonstration MDTA Project of Mr. Juan Gutierrez who is currently occupying a house on Rancho Sespe property. I now understand Mr. Juan Gutierrez will be vacating his house on Rancho Sespe by February 18, 1966.

Since sending you the above mentioned correspondence, letters signed by you and addressed to various representatives in Washington, D.C. and in Ventura County have been brought to my attention. In these letters you stated, along with a story of certain crop losses:

- (1) That the Farm Workers Opportunity Project staff had removed "much needed and fully employed farm workers by soliciting on our private property."
- (2) That "project workers have gone house to house in our 200 house village without our permission to explain and promote this school program."
- (3) That the article (of the Ventura County Star-Free Press of Saturday, January 15, 1966) "regarding one such worker taken from our job is self explanatory."
- (4) That "the director of this Farm Workers Opportunity Project for this area told us that he felt we should also house this worker and his nine children who were occupying two of our housing units, for possibly a year while he attended school."

You will recall that I informed you in person, and will here repeat in writing, that the Farm Workers Opportunity Project staff have not solicited farm workers on Rancho Sespe property to come into the MDTA Project. They do not need to solicit farm workers. There are so many workers who are requesting admission into the project that a veritable crowd by unemployed farm workers are turned away every day for lack of spaces in the project. No recruitment will now take place for this project.

As for the qualifications for entry into the project I bring to your attention the requirement that all farm workers admitted into the Project shall be underemployed or unemployed individuals. Director of Employment for California, Albert B. Tieberg decided after consultation with Paul Little, Assistant Director of Employment and the Director of the Farm Workers Opportunity Project that the following requirements would be imposed with regards to the Oxnard MDTA Experimental and Demonstration MDTA Project Cal (R) 6115:

1. Definition of Unemployment

For the purposes of this project, Cal (R) 6115, "unemployed" means an individual who is able to work and available for full-time employment and is not working, or is a member of a farm family that has less than \$1,200 annual net family income.

2. Underemployment

For the purposes of this project, an underemployed individual is an individual who is working less than 40 hours per week, or less than the normal work week, or who is working below his skill level, or who is working at a skill which has prospects of becoming obsolete.

3. Employed Workers

It shall be the policy, for the purposes of this project, not to refer prospective trainees who are employed.

In reference to the last policy (no. 3) I will once again state that I have instructed my staff of counselors, that on any future occasion, should they discover that a farm worker who applies for admission into the project is currently employed (at Rancho Sespe or elsewhere) the counselors are to decline further reference of the person to the California Department of Employment, It is the policy of the Farm Workers Opportunity Project to refer unemployed and underemployed seasonal farm workers only to the program.

In reference to the Farm Workers Opportunity Project staff workers having visited farm workers on Rancho Sespe property I understand from counselors who visited Rancho Sespe during the summer of 1965 that they did in fact obtain permission from an official of Rancho Sespe at the main office PRIOR to any visitation in the farm labor village. The visits to farm workers were made in connection with a survey made to determine need for, and interest in basic education and vocational skills education by seasonal farm workers in Ventura County. The counselors did not, at that time have any program to offer farm workers, so did not "solicit."

You stated in your letters to local and state representatives that the story concerning "one such worker" taken from our job" was "self-explanatory." I assume that when you mention "one such worker," you are referring to Mr. Mario Soto, a campesino of California, an American citizen of honor and intelligence and a father of dedication and foresight.

I most certainly disagree with the notion that the Star Free Press article explains Mr. Soto's actions and his relationship to this project. A close and disciplined study of Mr. Soto's past activities indicate a very honest and understandable course of action on his part.

Mr. Mario Soto first came to work with his family for Rancho Sespe in May, 1965. He was one of thousands of migrant farm workers lured into California from Texas on the verbal promises of high wages and good working conditions. Attached to this letter is an "Agreement to Employ" given to Mario Soto in Texas. No specific offer of wages to be paid was guaranteed by the Delta Labor Agency, nor did that organization even pretend that the "Agreement to Employ" was a legitimate or true contract of employment, offer to employ or anything other than "a prospective offer to employ." The Delta Labor Agency prints on its Agreement to Employ: "This is not a contract of employment." Yet the Spanish translation of the "Agreement to Employ" is "Contrato de Trabajo," which can also mean "contract" to an un-informed worker. At the bottom of the sheet is the statement: "the transaction of this "Agreement to Employ-Conditions" statement in English above is stated to have the same meaning as the Spanish translation. In case of a question regarding the meaning, the English translation will take precedence." The Spanish equivalent is "En este acuerdo o contrato de trabajo las condiciones fueron escritas en ingles y traducidas al espanol. Si hay alguna diferencia, la version en ingles sera la correcta."

Mario Soto was a good worker at Rancho Sespe it appears from the record of his pay check stubs. He gave an account of his work record during the summer of 1965 to the staff of the Farm Workers Opportunity Project as summarized in the following counselor report:

On February 16, 1966 Mario Soto summarized his work experience in California as the following: picking lemons at Sespe Ranch for four weeks until the lemons were picked; pulling of grapefruit until September 17, 1965; picking of peppers for the Ventura Farm Labor Association for two weeks; and picking tomatoes for Tafoya Brothers until November 6, 1965 until the tomatoes were picked.

Mario stated that his reason for looking for new work in September was due to the assignment in oranges at rates which were not productive as compared to the rates on the picking of grapefruit.

Mario found that he could earn much more money working in the tomatoes and pepers under the rates established by Secretary of Labor Wirtz.

Mario's opinion that he could not earn enough money in the oranges is backed by the check stubs of the workers who stayed on the Ranch during the period, e.g. the difference of the gross pay to Roberto Soto for months of August and September is about \$100.00.

It can be seen therefore, that Mario Soto left Rancho Sespe because the piece rates paid during the orange harvest dropped to such a level that Mario was stimulated to look elsewhere for employment. Are we to condemn a man because he wishes to improve himself and his family by earning the most money he is able to in return for his labors?

Mario Soto was not solicited away from Rancho Sespe.

Mario Soto was not stolen from Rancho Sespe.

Mario Soto left Rancho Sespe of his own free will because wages paid by Rancho Sespe dropped to such a level whereby an honest man was discouraged from continuing to work.

Finally, I feel compelled to correct your written statement that I had expressed to you that Rancho Sespe "should also house this worker and his nine children who were occupying two of our housing units for possibly a year while he attended school." The truth is that I repeated a request from Mr. Mario Soto.

(a) That he be allowed to continue to rent two of Rancho Sespe's units. For this he had been paying \$37.00 a month as a tenant on Rancho Sespe property. Mr. Soto expressed a willingness to pay more rent to be allowed to continue to rent the units. It should be remembered that the units had become "home" for the Soto family.

(b) That Mr. Soto would be in school for approximately another fifteen weeks. After this period of education, Mr. Soto had indicated an interest in applying for employment with Rancho Sespe.

(c) That Mr. Mario Soto's wife, Anita Soto, was then available for employment and desired any employment that the doctor would allow her to perform. That Mario Soto himself desired any part time employment available at the ranch, evenings and weekends.

The above indicates that Mr. Soto was paying a fair sum of money for his housing, not that Rancho Sespe was providing this housing at no charge to the worker.

As I have expressed to you in person and will here reiterate in writing, it has been, and continues to be the policy of the Farm Workers Opportunity Project to avoid unnecessary and regrettable conflict between any agricultural employer and the project. It is our belief that the training and education given to farm workers in the Oxnard MDTA Program will not only greatly assist the individuals undertaking the program but subsequently become a great boon to the agricultural industry. Our whole Ventura County Community will benefit through the establishment of a stabilized local work force that will reduce turnover of labor for employers and build a more prosperous and productive farm labor community.

I remain at the service of the agricultural community, both farm workers and farm employers.

cc: W. Willard Wirtz
Sargent Shriver
John F. Henning
Charles Teague
Burt Henson
Ken MacDonal
M. Tony Garcia
Albert Tieburg
Charles Gilmore
Paul Little
Niels Pederson

Sincerely,

Peter A. Lauwerys,
Director, Farm Workers Opportunity
Project

Appendix D: 4) Letter from Ventura County
Farm Labor Association:

In reply refer to: 350.001

February 9, 1966

Mr. Niels H. Pedersen
Southern Area Manager
Department of Employment
1932 West Seventeenth Street
Santa Ana, California

Dear Mr. Pedersen:

This is in response to your letter of February 4, 1966, referring to my letter to Mr. Turner on January 20, 1966.

It appears that I was under a misunderstanding of the purposes of the OMAT program in Oxnard relating to the education of certain persons under the Man Power Development and Training Act. As a result, I wrote the letter thinking I could be of assistance; but it appears that since I did not have a correct understanding of the program and participants that I was in error in requesting the information and I apologize for bothering you.

In the first place the program had been widely advertised in this area as being for the education of farm workers. I, naturally I believe, presumed that the persons being educated were 1. farm workers, 2. local residents and 3. would desire to continue employment in agriculture following their educational period.

Considering the foregoing to be true, I believed that if the students were farm workers and local residents that either I or some member of my Association would have had prior contact with them and would have some knowledge as to their existing skills. I anticipated that should I be able to identify those skills that I would have a take off point in making arrangements for placing such workers as desired continued farm employment in this area.

It was my understanding that your local office had participated in the identification of applicants as farm workers and your office appeared to be the logical one for me to approach for identification of those students.

You stated in your letter that the primary purpose of this training was to assist "culturally deprived and impoverished individuals attain a level of education and understanding which will enable them to become productive and self-sufficient members of the labor force." This being true, apparently they have no relationship to farm workers and since Dr. Crosby has no knowledge as to their prior employment, if any, he was of little assistance in advising which members of the group had previously been farm workers. Apparently the graduates will seek work anywhere that their personal ambitions might lead them and I do not see that I would be effectively occupying my time and efforts by pursuing the matter further at this time.

Once again I wish to apologize for wasting your time by my inquiry based on faulty understanding of the purposes and participants in the program.

Very truly yours,

VENTURA COUNTY FARM LABOR ASSOCIATION

Jesse G. Frye, General Manager

JGF/si

cc: Mr. Paul Little
Dr. Joseph W. Crosby

Mr. Peter Lauwerys
Mr. William Turner
Page 1045

U.S. DEPARTMENT OF LABOR
OFFICE OF THE SECRETARY
WASHINGTON

Honorable Thomas H. Kuchel
United States Senate
Washington, D.C. 20510

Dear Senator Kuchel:

This is to furnish information for reply to the letter of Mr. T. Allen Lombard of Rancho Sespe, Fillmore, California. Without relating to the larger issues of alleged crop losses raised by Mr. Lombard, the letter seems to boil down to the single issue of the loss of a worker who has enrolled in a course of training sponsored by the Department of Labor.

The Labor Department project has its objective the recruiting of seasonal and migrant farmworkers for enrollment in manpower training activities which would provide them with skills for year-round employment. We think it perfectly proper that the recruitment for this effort would reach people such as Mario Soto who would obviously benefit from additional job training.

We do not believe that the promise of allowances is being used as a lure to prospective trainees. This is a matter which has to be worked out on the basis of each individual's eligibility as determined by the California State Employment Service. In the particular reference cited, Mr. Soto would appear to have been eligible for the regular adult training allowance of \$45 per week plus an additional allowance of \$20 a week for four of his nine children.

Mr. Lombard's concern about providing housing for this worker is a matter of private negotiation, and I do not feel that we are in a position to comment on this. We will advise the project director about the matter and suggest that he meet with Mr. Lombard to work out some equitable solution.

Sincerely yours,

Samuel V. Merrick
Special Assistant for
Legislative Affairs

Enclosure

cc: Mr. Peter Lauwerys

Farm labor shortages in dispute

By DEAN FAIRCHILD

A county-wide dispute over past or potential farm labor shortages is being forged by some War on Poverty (WOP) officials and farm leaders.

Some citrus farmers have contended a labor shortage last fall cost producers money. On the other hand, WOP people deny it, claiming there has been, is now and will be plenty of citrus and other farm hands.

Unspoken but yet the crux of the matter is the fact that some farmers resent what they call the intrusion of poverty projects aimed at uplifting the farm worker who feels downtrodden.

Rancho Sespe president T. A. Lombard for instance, expressed the latter sentiment this week in a letter to the county board of supervisors.

Lombard claimed the ranch near Fillmore lost about \$50,000 on an un-exported exportable lemon crop because he couldn't find pickers. His letter intimated the county's Farm Workers Opportunity Project recruiting program on his ranch was partly at fault.

"That's not true," countered Al Rojas, Citizens Against Poverty president, yesterday. He said there was "plenty of labor around last year."

Lombard added during a telephone interview yesterday that he feared "a shortage of help this fall will hamper our operations."

"Furthermore, some of our workers have been recruited," Lombard continued. In his letter to the board, the citrus grower took issue with the recruitment of "much needed and fully employed workers by soliciting on our own property."

Rojas objected to those points. First, he said FWOP had only been in operation some three months. Next, he maintained there will be "plenty of workers available to farmers any time they want them."

Rojas, however, did concede that "two or three" of Rancho Sespe's men had joined the FWOP educational project and now receive a maximum of \$279.50 monthly while in school. Lombard had quoted \$325 in his letter to the board.

Lombard's letter to the board stirred considerable ire in the Colonia area where FWOP offices are located. Rojas said it prompted 28 men to go Thursday night to Lombard's ranch to seek work.

"Yes, those men came here looking for work, but we had nothing for them," commented Lombard as he reported the delegation, said to have been bent on a demonstration, left without setting up pickets as planned.

Rojas took the position that Lombard's inability to hire men now substantiated his claim there is plenty of labor around for the asking.

This point agrees to some extent with a statement released Feb. 2 by John V. Newman, Ventura County Citrus Growers Committee president. He declared the county now has more citrus workers than it can use. However, he indicated it may not always be so.

"I know it won't last long, but it's better than last year at this time," Newman's statement added.

On the recruiting point Lombard raised, a new report made by Peter A. Lanwerys, FWOP director of Oxnard, sheds some light. It declares:

"There are possibly four to five times the number of farm workers presently asking to come into the project as there are available spaces in the program."

Meanwhile, Lombard's widely publicized letter has been turned over to the Ventura County Community Action Commission (CAC) for study. The CAC office said today the commission would probably go into the matter at its meeting Feb. 17 at 7:30 p.m. in the courthouse.

County officials said a copy of the letter was also sent to the county Community Relations Commission for action.

PRESS-COURIER

SERVING VENTURA COUNTY

OXNARD, CALIFORNIA, MONDAY, MAY 16, 1966

County farmers critical of two federal projects

By JOHN McCORMICK

Some farmers, ranchers and employers of farm labor in Ventura County have taken a dim view, if not an openly critical view, of the operations of two federally funded projects designed to upgrade the farm laborer.

The Farm Workers Opportunity Project and Operation Buenaventura are the subjects of their discussions.

James Lloyd-Butler, 40, superintendent of ranches for Ventura Farms who lives on one of the ranches on Santa Rosa road in Camarillo, said:

"From what I understand about their counselors, their work consists of helping individuals with their income tax, assisting them in getting driver's licenses and advising them about personal matters.

"Nearly all of the things they do are being done by state and federal agencies. That's what

these agencies were established for and I assume they have been doing a good job for a long time.

"As I understand it, the C.S.O. (Community Service Organization, 428 North Grant avenue, Oxnard) is doing the same thing without being paid. I think the C.S.O. is giving people their dignity.

"If the two federally funded organizations are giving people the opportunity to become more dependent on the government, then I think that is bad.

"The Seaboard Lemon Association has a man, Merced Raya, who wrote in Spanish a detailed report on how to obtain a driver's license. Copies are given to all Spanish speaking employees and bus drivers who deliver workers to and from the fields."

Another farmer who hires as many as 500 persons a year, Howard Peto, 6519 Foothill road, Ventura, is the owner of Peto Seed Co. Peto made these remarks:

"I'm in full agreement with educating and helping train farm labor. However, I cannot agree with the way the government is doling out money in this manner without any control.

"If I used judgment like that in operating my business I would go broke. How are we ever going to make progress with judgment like this?

"Two years ago I employed 450 men — today it's an issue no matter what you do." (Peto

was referring to anything the farmer tries to do in that some individual or minority group interferes with a claim against the farmer, charging him with fighting progress.)

"Steve Allen has a good television program and job. I think the man has a lot of talent as an entertainer. Now he has decided to tell the farmer how to run his business without ever having been in the farm industry in his life.

We don't tell him what to do. But still, he feels it is his business to run ours."

Ed Friel, a citrus grower and nurseryman, reiterated Peto's views then added, "It's agitation all the time."

A vegetable grower, Ray Vacca, referring to the heads of the two projects, had this to say:

"I can't see where they have a working knowledge of what the farmer needs. As far as I can see they have done nothing to upgrade farm labor."

Vacca emphasized the fact that they were not contacting the farmer and asking the farmer to work with them in the program. He said he could not see where they could improve farm labor if they did not include the farmer in their planning. He said he has never been approached by any of the members of the two organizations.

If there is to be an upgrading of farm labor, Vacca said the farmer must be included in all discussions if those running the programs are going to teach what improved methods of work would be necessary.

Superintendent of Oxnard High School district, Joseph Crosby, said he feels the educational program is a good one. However, he said there is no reason for the middle man, meaning Peter Lauwerys' group.

He said the program of education falls under the school and

state functions and can readily be handled in that manner.

Like any pilot program, Crosby said there were naturally flaws in the operation. However, he said there were some very good sides to it and he feels there is a definite future for it.

Farmers Urged to Get Active in War on Poverty

By MURRAY NORRIS

in the Fillmore-Santa Paula area. It is staffed by officials and graduates from the other three federal programs.

(Other members of the three prior programs have become paid organizers for the labor unions. One was a union organizer before he joined the federal projects. This man, John Soria, achieved a certain prominence for his activities in the Imperial Valley lettuce strike five or six years ago. When his labor organizing background was made public, he was withdrawn from one project and given a position with another war on poverty project.)

Supervisor Laubacher said he felt the farmers could set up a war on poverty program for migrant workers without any actual cash outlay. They would, however, need to provide "in-kind" appropriations such as buildings, light, heat and probably the services of teachers from the local school districts.

But, the farmers would have an opportunity to screen the people who took part in the program to see if they had the qualifications to be a teacher, a counselor or a manager.

"THE PEOPLE who are presently generating federal funds for these migrant worker programs have the philosophy to get as much money from the Federal Government as they can. They develop the largest program possible, hire as big a staff as possible. But their program is not designed to bring the people in and find out what the people need or to ask them to participate in a self-help program.

"They are going out and telling the farm workers that everyone else is against them; nobody else is trying to help them; everybody else is trying to suppress them. They say they are the only ones who are offering solutions to the worker's problems. But their programs do not come up with solutions. They are not conducive to solutions."

LAUBACHER suggests that farmers should form a non-profit corporation and set up the organization needed to provide additional services to farm workers instead of letting the present war on poverty projects and their promoters get the funds by default.

"All the farmers and growers would have to do is form a non-profit corporation; staff it properly with people qualified to direct this sort of thing; make an application for federal funds; show where the need is and who will carry the fiscal responsibility.

"THERE IS no reason why all of this federal money for migrant farm workers cannot be funnelled through a non-profit corporation made up of growers, with worker participation and the foremen who

are in daily contact with these people."

THOMAS LAUBACHER of Oxnard, the chairman of the Ventura County Board of Supervisors, wants farmers to get into the war on poverty program. In fact, he specifically wants Ventura County farmers to sponsor a county-wide program for migrant farm workers.

"If they (the farmers) don't do it, others will do it for them," warned Laubacher whose family has a history of 47 years of farming on the Oxnard Plain.

Laubacher, who recently became head of the county's war on poverty board, said the program cannot be eliminated and it cannot be wished away. It is here to stay whether anyone likes it or not.

And, if the local county board should be abolished, the Federal Government would immediately step in and set up its own board and continue to dispense war on poverty funds in Ventura County.

The supervisor pointed to three federally financed projects in the county which have already spent

more than three-quarters of a million dollars on programs supposed to aid farm workers. He questioned the value of the projects—Farm Workers Opportunity Project (FWOP), Operation Buenaventura and Operation Harvesthand.

NOW, he said, there is a fourth program for farm workers set up

Laubacher praised two local farmer-sponsored counseling programs at Limoneira Ranch and at Coastal Growers Association, which, he said, were the only two he was acquainted with. He said he would like to see these programs extended to cover the county as part of a war on poverty project. The present programs provide counselors, teachers and help on all problems bothering workers. The assistance is available right in the war camps and on the ranch, because the workers have transportation and baby sitter problems.

"I HAVE visited the facilities at Coastal Growers Association. I have had lunch in the camp mess hall. I have talked to their project personnel. I have looked over their classrooms and recreation rooms. I think this program is well organized and pretty well coordinated."

(A recent report from Coastal Growers shows that more farm workers have been helped through its farmer-run program than in all of the county's farm-oriented war on poverty programs combined.)

Laubacher contrasted the farmers' program at Coastal Growers with the war on poverty projects:

THE FARMERS provide the workers with legal and family counseling. They bring in teachers or classes in the camp and help sign the men up at night school. They work on housing for the men. Limoneira has even helped set up a credit union for its employees.

"In the war on poverty projects, an individual comes in and tells the workers, 'We are going to change things. We have a pipeline to Washington to get funds. We are going to get furniture for you. We can get you health services and education for your children.'"

"But he and his fellow war on poverty agents run around and spend the federal funds and where have our migrant workers benefited?"

"For instance, they are supposed to have educated 200 to 300 students (in the Farm Worker Opportunity Project which cost about \$600,000). They paid them to go to school where they were going to teach them to be better farm employees. But I don't see any of the workers around here being better employees because of this 'training.' I do see some of them around here organizing war on poverty groups so they, too, can apply to the Federal Government for funds."

AS HE WAS talking to this editor, he paused and pointed to the bus boy in the Oxnard restaurant where we were sitting.

"See that man over there picking up dishes? He's a graduate of that farm worker school!"

Oxnard City Councilman Sal Sanchez who spent several weeks as an administrator in the FWOP program estimates that less than 10 per cent of the graduates actually are now employed on local

farms. He said that several of the students attended classes, received weekly paychecks from federal funds ranging from \$45 to \$75 a week—plus expenses—and still held down other jobs such as musicians, waiters and bus boys in local night clubs and restaurants.

COUNCILMAN Sanchez agrees with Supervisor Laubacher that

the farmers should consider joining the war on poverty program as a defense measure. He is fully qualified as an elementary and secondary teacher and taught one of the classes at Coastal Growers camp as part of the farmer-sponsored counseling program there. He has also been available for advice on farm worker problems whenever asked by the counselors.

He enthusiastically supports Laubacher's contention that the farmers' counseling service should be expanded to cover all of the county, whether it uses war on poverty funds or not.

As a former official of the FWOP program, he called it a

(Continued on page 29)

(Continued from page 15)

"failure" and said it did not follow the stated mission of helping the poor. Instead, it became a "boondoggle perpetuated by people who were interested only in maintaining a fat salary for themselves and not in helping the poor or the migrant farm workers."

LAUBACHER said he objected to Ernest Jenkins and Thomas Williams being paid by the war on poverty project and still keeping seats on the county's war on poverty board. Jenkins and Williams both receive \$800 a month to run a project for migrant farm workers in the Santa Paula-Fillmore area.

In an open meeting Laubacher questioned the two as to possible conflict of interests.

The pair refused to resign and attacked Laubacher for giving the anti-poverty board copies of a questionnaire which had been passed out to farm workers including those attending war on poverty classes.

The questionnaire asked if the workers believed in God, if they believed He walked on water, that He is coming again. It asked if they were ashamed to lie and how they would feel about going out on strike or would support a strike.

JENKINS first denied he had had passed out the questionnaire. But, later he admitted he had passed out similar questionnaires, but denied passing out these

forms. Then he admitted he got these questionnaires from a "girl at California Lutheran College" at Thousand Oaks. This college is a sponsoring agency for Jenkins' war on poverty project.

Farmers Urged to Get Active in War on Poverty

"What difference does it make how he feels about a strike (in Delano) that he probably didn't know existed? Or how he would react to a strike were it to occur on his own ranch?

"**RATHER** than asking these questions, I would think the farm worker would be interested in obtaining good, steady employment with a sustaining wage. The worker is interested in reasonable housing and his ability to educate his kids properly.

"We don't ask a plumber or a clerk about his religion, race or eagerness to support a strike. Why pick on the farm worker?

"I don't believe the average farm worker would say he wants the Federal Government to give him everything, or that he feels he should do less than a full day's work for a full day's pay.

"**I DON'T** feel that any worker wants to quit work because someone else wants to do something that would prevent him from making a living the only way he knows how—with his hands. That's all he's got to earn a living.

"The guy who wants the government to give him everything is already on the relief rolls or trying to get there. Why try to push more of our work force into the local welfare office?"

The supervisor said he didn't think too many of the older workers would change their ways, but he knew they were not satisfied

to have their children follow in their pattern.

HE SUGGESTED the farmers could do much for the workers by encouraging an enthusiasm for and providing them with a means of taking advantage of the educational opportunities that are already available in night schools and vocational classes offered throughout the county—or in the State, for that matter.

Or, where five or ten families on a particular ranch wanted counseling or schooling of some kind, there should be a method of bringing in the qualified counselor or teacher for that program.

The Federal Government is now determined to spend money for this type of service to the farm worker.

"If we are going to have peace on the farms, a lot will depend on whether the farmers are interested enough to get involved.

"**WE CANNOT** eliminate these war on poverty programs from our communities. If we were to abolish our local war on poverty board tomorrow we would only bring in the Federal Government and control of these programs.

"You have already seen the type of people these federal officials cater to when they are 3000 miles away. How do you think it would be if they were running the whole show on the local level without any local controls or assistance?"

Jenkins said he had copies of the questionnaire on his desk and could not explain how they got into the hands of farm workers throughout the Fillmore and Santa Paula areas in both English and Spanish. He even tried to insist the questions were aimed at college people, not at farm workers who had the forms in their possession.

During the verbal fireworks, the conflict of interest issue was forgotten.

LAUBACHER asked what possible relation these questions, oriented to religion, strikes and racial backgrounds, could have towards helping the poor.

"How can you tell whether a man needs help in anything pertaining to his everyday life if he answers yes or no when asked if Christ walked on water?

"What difference does it make whether he is Negro, Oriental or Mexican when he needs to find a way to bring his family to live with him here where he works in Ventura County?

"What difference does it make who he wants to live next door to, when he needs to know how to deal with bill collectors or family problems?

Appendix D: 5) Reactions to conclusion of Institutional Training Phase

**FINAL REPORT ON MDTA CLASSES
OXNARD UNION HIGH SCHOOL DISTRICT
OXNARD, CALIFORNIA**

January 25, 1967

In October, 1965, Mr. Kent Bennion of the State Department of Education contacted the District Superintendent and the Oxnard Union High School District Board and requested that they conduct a basic education and farm labor education program in conjunction with the California Department of Employment for approximately 240 students. It was their proposal that students attend school six hours a day, five days a week, for a total of 24 weeks, all expenses to be defrayed by MDTA with the understanding that no financial contributions would be asked from the Oxnard Union High School District. It was indicated that only residents of Ventura County who were heads of households and unemployed would be referred to this project. Trainees would be selected on their need for basic education to increase their skill as farm hands, and it was indicated that most trainees would have had less than four years of formal education.

Classes would be a maximum of 20 students. Two classes would begin in November, 1965; two in December, 1965; and two in January, 1966. This would be repeated at the end of 24 weeks. Basic English, reading and writing constituted the major emphasis on which approximately 360 hours of class time would be spent covering such areas as speech skills, listening skills, comprehension, word recognition, vocabulary, writing, spelling, structure of the English language and functional writing skills. An additional 120 hours would be offered in mathematics covering the following areas: computational skills, money management, buying skills, and the use of credit. 120 hours in the Social Sciences -- U.S. History, California History, Understanding Government in Action, Know Your Local Community as an Economic and Political Unit; various governmental agencies and their functions (local, state and federal); health safety and law enforcement and driver education. The balance of the 120 hours would be in the vocational areas of occupational needs, agriculture as a part of the economy in Ventura County, skills needed for semi-skilled jobs in Ventura County, and some information specifically in agriculture in regard to soil planning and harvesting of crops.

Instructional materials and equipment used were:

Equipment: Tape recorders, phonographs and records, flash cards, movies, film strips and charts, and opaque projectors.

Texts: Adult Reader
Elementary English for Spanish Speaking People
Figure It Out
Working with Numbers
Federal Textbook on Citizenship
My Country
When You Work in the U.S.A.
Secrets for Successful Living
Learning to Compute
English Is Spoken
Elementary Education for Adults

Texts: (continued)

You in the World of Work
Science
American History (Pomerroy)
You and the Law
Learning to Read and Write
Money Management
Money Makes Sense
I want to Learn English
Getting Started
Democracy - A Way of Life.

Films:
(rented)

Grammar: Verbs and Ways we Use Them
Sentence Subject and Predicate
First Aid Fundamentals
The Story of Citrus Fruits
Our Country's Flag
Improve Your Pronunciation
Our Living Constitution
Current Events, Understanding and Evaluating Them
The Jamestown Colony
How to Remember
Act Your Age
Wise Buying
Life in a Cubic Foot of Soil
Genetics: Improving Plants and Animals
Plant and Animal Communities - Physical Environment
Control Your Emotions
Conserving Our Soil Today
The Food Cycle and Food Chains
How Green Plants Make and Use Food

Texts
Purchased

Effective Speeds
Defining the Good Reader
Comprehension Skills
Vocabulary Skills
Word Recognition Skills

14 Science Research Spelling and Reading Labs for
Grade levels 1.2 through Grade 14.

	SEC.1 11/15/65- 5/6/65 119 days	SEC.2 12/13/55- 6/3/65 119 days	SEC. 3 1/24/66-- 7/15/66 120 days	SEC. 4 5/9.66- 10/28/66 121 days	SEC. 5 6/6/66- 11/25/66 120 days	SEC. 6 7/18/66 1/6/67 119 days	TOTALS
No. of students registered	41	50	41	30 11*	23 14*	10 19*	195 44*
No. of students completed program	31	24	36	23 9*	6 9*	11 11*	141 29*
No. extended to later sections	11	14	19	-	-	-	44
No. received by extension				11	14	19	44
No. Perfect Attendance	5	4	7	13	4	8	41
Range of Absenteeism	0-25	0-30	0-17	0-14	0-28	0-37	--
No. Dropped:	10	26	5	7 2*	7 5*	3 4*	58 11*
A. Lost interest	2	10	2		2		16
B. Moved from area	3	3		1		2	6
C. Illness	3	3	1	1	1		9
D. Family Emergency		1		1	2	1	5
E. Employment	2	6	2	5	4	4	23
F. Unable to Adjust		1					1
G. Insufficient Pay					2		2
H. Other (no progress, etc.)		2		1	1		4

* Indicates students in extended program.

The program was approved for total expenditures of \$155,481.00. The actual amount expended by the Oxnard Union High School District was \$115,335.02, a net savings of \$40,145.98, as itemized:

	Amount Expended	Amount Approved
1. INSTRUCTIONAL SERVICES		
A. Instructional salaries only	\$50,221.50	\$52,560.00
B. Instructional supplies, inc. shipping costs	4,641.48	8,400.00
C. Rental of instructional equipment	--	--
D. Local supervision	8,609.90	20,775.00
E. Guidance and counseling salaries	--	--
F. Other allowable items	329.05	1,542.00
Total	63,801.93	83,277.00
2. FIXED CHARGES		
A. Rental of nonpublic space	33,769.99	35,715.00
B. Employer share of employee benefits	4,276.73	10,424.00
C. Other fixed charges	74.58	200.00
Total	38,121.30	46,339.00
3. EQUIPMENT AND MAINTENANCE REPAIR		
A. Repair and servicing of equipment	--	375.00
B. Other maintenance and repairs	--	--
Total	--	375.00
4. EQUIPMENT PURCHASE (PUBLIC FACILITIES ONLY)		
A. Initial purchase of instructional equipment	5,864.48	9,841.00
B. Minor equipment, tools, and reference books	3,449.29	7,249.00
C. Minor remodeling of school plant	--	--
D. Other capital expenditures	--	--
Total	9,313.77	17,090.00
5. OTHER COSTS NOT ELSEWHERE CLASSIFIED		
A. Utilities (including telephone)	665.76	2,475.00
B. Custodial or janitorial salaries	3,432.26	5,925.00
C. Tuition, fees, or other incidental students chgs.	--	--
D. Trainee transportation	--	--
E. Other miscellaneous costs	---	--
Total	4,098.02	8,400.00
TOTAL COST OF THIS COURSE	\$115,335.02	\$155,481.00

Statistics on the preceding page indicate that in the six sessions of the program there was a total registration of 239 students. 195 were new registrations and 44 were extended for a second 24-week session. 69 of the total registrants dropped before the completion of the course; 11 of these were students who had been extended, and dropped during their second 24-week session. 141 new registrants completed a 24-week session and 29 students completed 48 weeks of schooling.

As originally stated, the program was to be for the head of household, unemployed farm workers, non-English speaking, or those who had approximately two or three years of basic formal education, residents of Ventura County. In actuality, head of household and unemployed farm workers implied to me that the program would consist of members who were the main wage earners in the family, as head of household, and unemployed meant they were not able to obtain a job in the fields. This was not the case, as observed in the cases of those assigned. We had cases of husband and wife both assigned to the program. We had cases where local farmers indicated to me that some of our students had been recruited right out of the fields from jobs. We had another case of two young girls (sisters) who reportedly had been in the country only one month, having resided in Mexico until that time. We had a case of a student who was a graduated engineer from a South American country. We had cases of some English speaking students who were born in this country and had had formal education through the 10th grade.

The age ranged from 18 and 19 to early 60's. For the most part, the majority of the students were extremely conscientious and made a real honest effort to take advantage of the educational offerings, and were truly appreciative of the opportunity, and extremely proud of the success they achieved. It was indeed most stimulating for me and for the teachers to have had the pleasure of working with a group of people who had such a strong desire to improve themselves, and appreciated so strongly the opportunity that this country was giving them. Although it cannot be proven, I am sure that for the most part, the majority of these students who completed the program, and many who were forced to drop out because of illness, or moved from the area, or because of employment, will long remember this opportunity and will be better citizens because of it. I am further convinced that for those people who were able to achieve a speaking, reading knowledge of the English language, they will continue to strive to improve, and by so doing will assume a greater responsibility in their homes and communities in encouraging their families and friends to take advantage of the educational offerings available in the community in which they live.

Inasmuch as this was an experimental program, I feel that it is necessary to make the following observations and recommendations:

I am of the opinion that this program would have been more successful if classes were to start after 20 students had been approved, on the basis of more homogeneous groupings, and a greater amount of effort and time had been expended for the purpose of a more selective procedure.

I am further of the opinion that if a program could be set up whereby the students would spend half a day in basic education and the balance of the day in on-the-job-training, with the understanding that a successful completion of the program would lead to full time employment, greater

results could be achieved with less cost on the federal and state levels.

Finally, I am of the opinion that the same results that were obtained from this program could have been obtained if the program had been offered through and Adult Education division of the local high school district, and that the cost of the program would have been far less than the cost of the program as presented in the M.D.T.A. I do not believe there is anything new offered that has not been offered with the exception of a stipend being paid to the student to attend school on a full time daily basis, which obviously makes it possible to attract students that a regular Adult Education program would be unable to attract.

Submitted by,

Joseph W. Crosby
District Superintendent
Oxnard Union High School District

School Official Questions Cost Of Farm Workers Program

The Ventura County (Calif.) Star-Free Press

Thursday, January 26, 1967

The first comprehensive report on the Farm Workers Opportunity Program indicates that the experimental venture could have been operated at less expense.

The same results could have been obtained at far less cost if the program had been offered through the adult education division of the Oxnard High School District, District Supt., Joseph Crosby, reported last night to trustees.

The district administered a basic education program for farm workers at a cost of \$115,335 over a 22-month period. Funded under the Manpower Training and Development Act, it was sponsored by the district, the federal government

and the California Department of Employment.

"The program was to be for the head of household, unemployed farm workers, non-English speaking, or those who had approximately two or three years of basic formal education," Dr. Crosby said. All were to be residents of Ventura County.

But it didn't work out quite that way, he said.

"We had cases of husband and wife both assigned to the program. We had cases where local farmers indicated to me that some of our students had been recruited right out of the fields from jobs.

"We had another case of two young girls (sisters) who reportedly had been in the coun-

try only one month, having resided in Mexico until that time," the report continues.

One enrollee was a graduate engineer from a South American country, and some of the students had previous formal education through grade 10, Dr. Crosby reported.

Paid By Government

Age range among the 239 registrants was 18 to 60 and beyond. Of the 239 enrollments, 195 were new registrations and 44 were extended for a second 24-week session. There were 69 dropouts, for a variety of reasons.

The students, paid by the government so they would be able to attend school full time, were divided into six classes, the first

starting in November, 1965, and the last in July, 1966. (The last class graduated two weeks ago.)

Of the 193 individuals who enrolled, 141 completed the 24-week course and 29 went on to complete a second 24 weeks. Training consisted of 360 hours of basic English, reading and writing; 120 hours each of mathematics, social sciences (history, government, etc.), and vocational training in agriculture, and for semiskilled jobs.

Qualified teachers and counselors were screened and hired by the school district, which also provided supplies, although the federal government paid all the bills.

Through astute management,

the report indicates, the high school district was able to save the federal government \$40,146. The amount allocated was \$155,481, but the district spent only \$115,335, Dr. Crosby reported.

Among Dr. Crosby's recommendations:

- The program would have been more successful if more care, time and effort had been used in selecting students.

- Students should have been grouped more homogeneously.

- Greater results could be obtained in future projects if students spent a half day in basic education and the other half in on-the-job training, with the understanding that a

successful completion of the program would lead to full time employment.

"The large majority of the students who completed the program, and many who were forced to drop out . . . will long remember this opportunity and will be better citizens because of it," Dr. Crosby said.

But he added, "I do not believe there is anything new offered that has not been offered (in the district's adult education program) with the exception of a stipend being paid to the student to attend school on a full time daily basis, which obviously makes it possible to attract students that a regular adult education program would be unable to attract."

Cheaper and better

Superintendent Crosby's report to Oxnard Union High School District trustees on the Farm Workers Opportunity Project said, but more politely, that it was a flop.

What Crosby said was that instruction offered under the project would have cost less and accomplished more if handled directly by the adult education division of the school district. As the program was handled, the school district provided classroom instruction. Control rested in an organization formed to take advantage of a federal hand-out.

The aim of the Farm Workers Opportunity Project, as expressed early in the game by Peter Lauwerys, the coordinator, was to train seasonal farm workers for better jobs, especially in skills that would equip them to work all year around. If this purpose was served for any of the 239 persons who enrolled for training, or the 141 persons who completed 24-week courses, no shining examples have yet been placed in the spotlight for public applause.

Time and money were not entirely wasted. Crosby characterized most of the students as conscientious in taking advantage of the educational offerings, appreciative of the opportunity, and proud of what success they did achieve. He saw benefits in better citizenship, an assumption of greater responsibility in the home and the community, and encouragement to others to become better educated.

Strong motivation and constructive attitudes, along with, in many cases, a newly acquired command of the English language and skills like arithmetic, will in themselves help students seek better employment opportunities. As for vocational training, the closest approach came in films. Crosby recommended that if such a course should be given again, half the time be spent in on-the-job training "with the understanding that successful completion of the program would lead to full-time employment."

A divergence from announced aims of the program also occurred in the kinds of people who were students.

"As originally stated," Crosby reported, "the program was to be for the head of household, unemployed farm workers, non-English speaking, or those who had approximately two or three years of basic formal education, residents of Ventura County. In actuality, head of household and unemployed farm workers implied to me that the program would consist of members who were the main wage earners in the family, as head of household, and unemployed meant they were not able to obtain a job in the fields."

But the high school took people assigned to the classes by the Farm Workers Opportunity Project. These included wives as well as husbands, men recruited from jobs in the fields, people newly arrived from Mexico, and some English-speaking students who had gone through 10th grade.

THE PRESS-COURIER

EDITORIALS

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If the school district had been in charge of the program, instead of just offering the instruction, Crosby said, enrollment would have been more selective.

In talking about cutting costs, Crosby was referring only to costs borne by the district and reimbursed. As it was, the district spent \$40,000 less than the \$155,000 budgeted. Part of the saving came because Crosby added supervision of the project to his other duties. The budget had included \$15,000 for a coordinator. The proposed salary compares with \$13,000 paid to a vice principal, and no coordinator was hired.

Actual costs were much higher. The Farm Workers Opportunity Project had its own funding for a director and his staff, some of whose members spent most of their time on farm union organizational work. In addition, students were paid \$45 a week plus \$5 per dependent.

Students were paid to take the courses on the theory that they could not otherwise afford to do so, since they would have to try to earn money to support themselves and their families instead. The theory runs into philosophical arguments. It makes sense in terms of public value received for public expenditures only if the students are enabled by the courses they receive to become better citizens, in a general sense, and to hold better jobs. Success in these terms was limited.

The lesson to be learned, particularly by those who seriously hope to reduce poverty, is that educational programs should be managed by professional educators.