

Title I, again, can provide an outlet, an opportunity for teenagers and then under titles II, III, IV, and VI—and Indians can use all of these because their problems run across the board—you can develop programs for the adult population that can sustain them better in their community setting. They could make greater use of the agricultural resources that are available to them. They could develop commercial opportunities and finally industrial opportunities that would employ people in the reservation setting.

Now, all of this would have to go hand in hand with the training program, such as could be evolved under this and other legislation. You can use here the volunteers which would be available under title VI of the bill in helping people get trained.

Mr. PERKINS. Mr. Hawkins, do you have any questions?

Mr. HAWKINS. Not specifically, except that I would like to relate to the witness the question that Mr. Bell, my colleague from California, has been developing, it seems to me, in these hearings and that is this question of title I, the Job Corps, being the means of somehow delaying a young boy's entrance into industry and some productive occupation rather than facilitating it. There seems to be the implication that these young boys already have the habits and the attitudes that would make them, let us say, the type of individuals who would take advantage of vocational education or many of the other programs already in existence.

Now, is it your opinion that title I—I know you are relating it primarily to a specific group of persons, the American Indians—but do you envision this title as somehow delaying a person who may better be sent into a different surrounding altogether or do you agree that this would be the means of delaying an individual from obtaining help in one of the existing programs?

Mr. SCHIFTER. While I am testifying particularly with reference to Indian people, I believe the same thing applies to youngsters who come out of the slum areas of the cities. There are certain ones, and, as a matter of fact, there is a good number that do not pick up at home or in their immediate environment, the habits that are needed to fit into our economy and into our society generally. To think of training programs for them is illusory. Before you can train them in the skills you have to get them to acquire certain habits and attitudes that I believe the title I programs certainly would help instill in them.

Mr. BELL. Will you yield?

Mr. HAWKINS. I will yield because you seemed to be developing the point, I think to some extent you do have a point, but I am wondering whether or not your approach is the complete story.

I yield to you, Mr. Bell.

Mr. BELL. Mr. Hawkins, I am not saying what should be done but I detect certain weaknesses in this, I believe, that may not stand up under really a fair amount of scrutiny. I think perhaps in certain cases I would agree that there are certain areas and the Indians may be one area where this could be handled in certain cases perhaps on a State level. However, I do want to point something out: that, first of all, in answer to Mr. Hawkins' point, they have set aside a basic education program in the manpower development and vocational education program, these are for the basic education.