

high quality programs integrated with other youngsters of our community by and large. They get educated in schools that are in the ghetto, where for a variety of reasons less money is spent on their education.

Mr. GOODELL. I agree completely with what you are saying, but it is irrelevant to the point I am making.

Mr. CARTER. You are posing a hypothetical question, and I am only saying when you are talking hypothetically it sounds fine, but—

Mr. GOODELL. It is not hypothetical. I am asking you what kind of a program can best serve the needs of these youngsters. I don't think it is hypothetical at all. I think it is a very key question. We are spending a lot of money to set up facilities for these youngsters. It isn't hypothetical money. And they aren't hypothetical Job Corps centers. And what we enact in this bill isn't going to be hypothetical. We have a choice here.

We can choose to set up facilities that are fully integrated with area residential vocational skill centers that provide the special program for the youngster out of the ghetto—along with the provision of services for a variety of others—in an area skill training center.

Or we can continue along the route that we are on now, to have special facilities for the rejects. And I am asking you which you would prefer.

Mr. CARTER. I can only talk on the basis of experience. I can't talk about what might be proposed by somebody, because I don't know where that has worked.

Mr. GOODELL. Since 1961 I have recognized and a lot of us have recognized that the schools aren't meeting this problem and we need something special. But we didn't propose the Job Corps, where you take just poor youth and isolate them and stigmatize them. The result is they have the mark of failure on them.

We said: Let's set up residential centers for those who have to change their residence and their environment in order to respond. And let's at the same time combine these centers with community skill centers for the others, so that the poor youngster can mix with the others, and they can graduate from an institution that has some prestige and stature; and so that if they advance a little bit faster than the next guy down the line, they can get into another course provided for those who come with greater skill from the community.

Now, don't you think this is a preferable way to do it?

Mr. CARTER. Well, first let me say this. I am going to come to your question directly but first let me say this. I want to make it clear I don't agree with your characterization of the Job Corps, and that is part of the assumption with which we are working.

Secondly, I want to say that we are still talking about something as far as I know has not been demonstrated to work.

Mr. GOODELL. I will come back to that, because there are a number of facilities like this being run very successfully across the country. I am sorry to hear you don't know about them. But they are the examples by which we set up our proposal.

There are many vocational educational schools and technical institutes doing precisely what I described, very successfully. But go ahead. Excuse me.