

Mr. CARTER. I thought you were talking about a residential program.

Mr. GOODELL. Residential schools combining those youth at a Job Corps level of performance and attitudes with those at higher levels.

Mr. CARTER. I am trying to say, and I am trying to emphasize only this point, that the youngster who is in a kind of academic, cultural, and so forth background, needs special attention, and while you may be able to point to individual cases where this has been obtained, by and large that is not what happens in those settings.

Mr. GOODELL. Mr. Carter, may I just at this point emphasize to you that they are going to get the special attention under the approach I am talking about and have been talking about since 1961? In addition, it is 100 percent federally funded, as contrasted with your other vocational education programs.

The requirement is: We will give you the money. You set up this special program as a part of your area residential school, of your residential skill center, of your community training center, and we are going to see that there is special emphasis for these youngsters by the very fact that we have put the money in this—100 percent Federal money—for construction and for equipment and for taking care of these youngsters, which we don't do for the other "voc ed" programs.

So there is no quarrel about the fact that you need some special emphasis. That will happen under our program. The question is, Do they need the special emphasis in an integrated atmosphere, a skill-integrated atmosphere, to define it even more closely, where they are mixing with those of higher potential and higher development, based upon their background? Or do you want them all together, in Job Corps camps?

I don't care that you accept my characterization of Job Corps camps. The question is, Should they all be together in Job Corps camps, or should they be part of a skill integrated center, ideally?

Mr. CARTER. You are pursuing this. You have given it a good deal of study and thought. And you are really pursuing it beyond areas of my particular competence. And I don't see what more I can contribute to the remarks I have made.

Mr. GOODELL. Well, let me give you a little example of the type of thing, aside from the evidence, which I won't again discuss with you here, as to the problems of the Job Corps.

We have done that with Mr. Shriver, and that is his primary responsibility rather than yours. I have seen the articles by Mr. Raspberry locally here, the problem of Job Corps kids coming back and not getting jobs.

Here is a quote from an article in the Washington Star appearing the weekend of June 9. One of the Job Corps enrollees: "You go to some places, and they laugh when you pull out a Job Corps certificate." That comes from a young man of 18, a graduate of a Job Corps camp.

We can cite instances for almost anything. But this is an example of a very predominant sentiment. It is a very real problem, not a hypothetical problem, for these Job Corps camps. The youngsters at the Job Corps enrollee level who have been able to go to integrated facilities, skill-integrated facilities, run by "voc ed" people, don't have that problem.