

approach. (g) Self-confrontation. This is the boys seeing themselves on television, seeing how other people see them. (h) Inter-relationship of academic, vocational, and life adjustment. I might point out we found out something the hard way that should have been obvious. If you can interest a student in his vocation, he does more readily learn the reading, writing, and other necessary things to support that vocation. If you try to teach him spelling and arithmetic as such, he is less apt to be concerned with it.

In conclusion, I would like to quote Bruce Lausdale, director of the American Farm School, who happens to come from Rochester: "Give a man a fish, you feed him for a day. Teach a man to fish and you feed him for a lifetime."

Admittedly, the Job Corps is controversial by its very nature, but, as imperfect as it is, we are doing something about it. Instead of "social dynamite," we have substituted an attempt to achieve a "controlled reaction."

Chairman PERKINS. Mr. Whitaker, I would be delighted for you to expound a little more on your placement record insofar as employment is concerned of your graduates from Breckinridge. Has that been successful in your judgment?

Mr. WHITAKER. We have actually placed and have the record of placement of over 600 of our 1,100 graduates. Remember that 400 of those 1,100 graduates have graduated so recently that we don't have the reports back.

Chairman PERKINS. That is better than 53 percent of the reports that you do have back?

Mr. WHITAKER. Yes. I think we do have an advantage as a Job Corps center over the conservation centers we work toward the known existing.

We work with the National Conference Board and we learn what the needs are and train toward that objective.

Chairman PERKINS. Will you tell us what type of trades and so on are studied for at Breckinridge. Tell us just how you instruct this particular youngster?

Mr. WHITAKER. We have a threefold objective. One is to teach him enough reading, writing, arithmetic, so he can adjust to a changing situation.

Chairman PERKINS. You have certain classes along that line separate from the other training?

Mr. WHITAKER. Exactly. About one-third of the students' time is spent in academic training to bring him up to essentially high school equivalency.

Chairman PERKINS. Do you have people especially trained in that field to give the youngsters this type of basic education?

Mr. WHITAKER. That is right. They are the type of teachers you would have normally in secondary schools but who are given special rules to go by and special techniques and audiovisual supports to help their case.

Chairman PERKINS. And special type of equipment to use in the teaching of these cases?

Mr. WHITAKER. You are getting very close to my heart in that that is our business because we make overhead projectors, strip film projectors and so on and by doing what we can best do we practice what we preach and we find it works very well.