

I have one other salient point I would like to make. These reports, for the most part, were based on graduates who graduated before August 1966. This meant that they were in Job Corps during the early days or the weak days of the program.

Chairman PERKINS. And that means that these youngsters were in the Job Corps in the weak days of the program?

Mr. WHITAKER. Exactly. And an attempt to draw conclusions from these reports would be basing the Job Corps on what they did at the beginning days and that would be completely erroneous to do that.

Chairman PERKINS. There is a statement there that you and I know that 30 percent of our youngsters are not being reached either in the elementary or the secondary schools and they are the dropouts.

I think that points out the reason why we should continue this Job Corps and, in fact, enlarge it. It is not reasonable that a youngster who drops out of vocational school will go back to vocational school. Am I correct in that assertion?

Mr. WHITAKER. The greatest concern I have over the statement that you have just made is that we are exceedingly eager to teach a vocation so that a boy can immediately go out and earn his living and this should be our prime objective; but I want to emphasize that you have to recognize that in our present society every laborer is retrained at least three times during his laboring life.

If he does not sufficiently know reading, writing, and arithmetic and social adjustment to cope with that situation, he is not fully geared to contribute to society.

Chairman PERKINS. I want to ask you another question. Do you feel your greatest period of program development and impact lies ahead, and do you need more time to test and evaluate new techniques in order to learn how to deal with the hard core idle youth?

Is that your view as I have understood your statements?

Mr. WHITAKER. I feel keenly with the population explosion and with the greater demand on technical approaches to work that we are more and more dependent on education as we go on.

This means that there is a greater demand on teachers and there are not enough of them to go around. We have to find ways to support them in their activities and allow the teacher to do only that which he can do best and this is a part of what we are learning in the Job Corps.

Chairman PERKINS. Here is what appeals to me in this thing. My mail was just 100 percent against Breckinridge. They wanted that camp closed down, the people in that community down there, and they wanted it closed at the earliest possible date.

I am talking about even before you obtained your subcontract to begin a different operation down there. But when I was down there along with other Members of the Congress and viewed this Job Corps camp to see a gymnasium filled with practically the whole community supporting the Job Corps and supporting the efficient operation that you were carrying on down there at that time, it made me feel, insofar as this legislation is concerned, that you more or less had just served your apprenticeship and were just beginning to find the answers to these problems: that you needed to continue for a greater period of time and that, if anything, we would be helping and assisting vocational education in the country; that we would be assisting all educational systems in the country if you people would be per-