

I do thank the committee and its chairman and its members for this opportunity to speak in Mr. Whitaker's behalf at this point and suggest again that Graflex is as much a part of vocational education as it is any specialized program such as Job Corps and others that this committee, the Congress, and the executive branch may bring along.

Thank you, sir.

Chairman PERKINS. In other words, you are stating that Graflex is as much a part of vocational education as it is involved in the operation of the Job Corps.

Mr. WHITAKER. We serve both to the best of our ability.

Chairman PERKINS. To what extent would you say you serve vocational educators?

Mr. WHITAKER. I don't know how this got twisted around to where industry was fighting the educational system, but we are not. I am a trustee of Rensselaer Institute of Technology, which, as such, is a vocational school and I have done much more for it and contribute much to it every year and so does the company.

Chairman PERKINS. Nobody is fighting education. We are all for education. We have a problem in this country with the problem youngster, and I think the vocational educators would be the first to admit that the hard-core unemployed and the problem youngster with the lack of basic education is one of their greatest problems that they want to help solve in this country.

They want all of the information that you can give them that you are learning and can transmit to them in this connection.

Mr. BELL. Mr. Chairman, if the gentleman would yield, I would like to put this in the right context.

I don't think anyone is impugning the educational departments or the vocational educational departments or any other business interests. I don't think that is the point here.

The point is that some of these things have to be done and we are trying to do them. Which is the best route to take in educating some of these deprived children? Do we educate them through the OEO using different methods outside the educational system or do we use the ongoing established educational system to continue and develop the education of our children?

I think that is the basis of the issue we are discussing.

Mr. WHITAKER. It is a good point.

Mr. Chairman, there was one thing I had hoped to say while Mrs. Green was here. She suggested this evaluation and mentioned a number of the ingredients for the evaluation.

One thing we want to be sure of is we start both comparisons with deprived young men or women, as the case may be. I did not hear her say that and that would be very vital. I am sure she meant to start off in the same phase, but this is one thing that is different from our normal educational system.

We start with folks who, for the most part, maybe not 100 percent, but for the most part, are dropouts and are unsuccessful on the scene.

Chairman PERKINS. At your center you have practically 100-percent dropouts.

Mr. WHITAKER. That is wherein lies the problem between the educational center and the Job Corps center.