

This attitude on the part of the Job Corps members has changed significantly from our observations of the first established camps. It is a change that was predictable. Oddly enough most of the serious criticism relates to the very early experiences and is not applicable in the same sense due to the evolution of the program. It should not have been expected for the Job Corps enrollees to have had an attitude of eagerness for learning and expectancy of great accomplishment, when they first came to the Job Corps Center. Both of these concepts could be improved only by hard work, trial and error, and general perseverance. The improvement is perhaps greater than we have had any right to expect. When boys come to the camp 85-10% functionally illiterate and 80% in need of dental and medical care with a great number of cases requiring intensive treatment, one begins to appreciate the dimensions of the task.

The record of replacements and graduates of the Job Corps has been better in its short existence than I had anticipated. The basic problem however, is not learning the skills, which would enable the graduate to be employed at a good wage level, as desirable as this is, but rather to inculcate an attitude of wanting to learn such skills and to function as a productive member of society. In short, this is not teaching a boy to read, it is the far more complicated matter of stimulating him to want to read. To cause him to appreciate the necessity and importance of learning to read. If this problem is surmounted, then the task can be begun in earnest.

Most of the first Job Corps entrants that I interviewed were hostile, highly anti-social, suspicious, and looked upon the Job Corps as an aggrandized penal institution or reform school. Even one having made his recovery from a most debilitating case of malnutrition, viewed the entire matter as being—"fattened up for the kill." Hence, for whatever the reason, these young men had little hope of being effective citizens. As a consequence, the vast turnover established in the early days should not have been a surprise. In fact the number that were retained and the length of that retention was a significant accomplishment.

It is hard to arrive at a judgment that this effort should be abandoned, that all the experience should somehow be transferred to another procedure or to other programs. We are well aware that any program, which is potentially to touch so many lives must be weighed carefully by those responsible for it and to make sure that the public funds are being invested in an appropriate and prudent manner. We feel the initial agonies would be repeated, at least in part, with no real assurance that the results would be improved. Also, from the extensive testimony received by the Committee, it may be that the real problems of this entire undertaking have not been fully appreciated and that the criteria for judgment are not realistic relative to the problems themselves.

It has been the contention of many conservationists, that conservation activities taking place in such natural settings is an ideal place for aiding young people in their overall rehabilitation and learning. We feel strongly that this judgment has been vindicated. The Job Corps volunteers are developing effective work habits and achieving a social adjustment to a degree that no-one had a right to expect. There are a variety of skills in which training has been accomplished, carpentry, masonry, welding, culinary, mechanical as well as others. These skills have been applied in effecting conservation work the product of which has been valued at \$20-\$30 million thru this last year. Those associated with conservation programs for some time are aware of the importance of this net increase to the value of our natural resources. The application of these skills have resulted in a considerable pride of accomplishments on the part of the volunteers themselves.

Young men can be far more convinced if they understand the need for their labors and are able to visualize the product therefrom. In many instances it has been through this process that resistance to the fundamental educating procedures have been broken down. A good example was one young man who expressed an interest in food preparation. He was encouraged to follow this interest. Shortly, it was discovered, however, that the full knowledge of such activities could not be acquired unless one was able to read and unless one had mastered rudimentary arithmetic. This then became the motivating force for the basic educative effort. Planting of trees, protection of water sheds and the protection of wild life, have generated interest and appreciation in the Job Corps enrollees.

It would be our plea to the Members of this Committee not to overlook the magnitude and importance of the basic problems these young men face or to fail to appreciate the difficulties of effecting solutions by the personnel in charge of administering this program. We feel the program is making progress. We feel that its experience to date justifies not only its existence but its continuance. We