

I know that this may sound trite, in the world in which we live, but most of us have had a long time feeling that national forest and national park areas and environment, are good places to start this rehabilitation.

We think in terms of the problem they have been a success, a tremendous success. Far more than one should have anticipated. We feel that, in many instances, these children have found some challenges to which they can respond. If there has been one and only one accomplishment—worth every dime that has been spent—it has been the gift of hope.

Another part of the followup procedure, I am very pleased that the Congress is investigating prudent spending and appropriations and are so concerned about costs, for which they want a better and perhaps cheaper, if possible, program. I must say as a taxpaying citizen, I wish that extended to all fields.

I see our missiles blow up for \$2 or \$3 million, and we say, "Well, you have to expect that, that is an experimentation." If the agency downtown involved in such activity makes a mistake of a decimal point, the Congress puts forth an amiable admonition to them, and tells them to go and sin no more, and the budgets keep growing. If we have to experiment with boys and girls, however, we have to be right the first time, and presumably there is no margin for error. Well, there is a lot of margin for error. We are going to continue to have dropouts. We are going to continue to have problems, because these children have problems, and these problems aren't the result of one single cause. They are caused by the very multifaceted aspects of society, which is as complicated as there is in the world: a highly dynamic industrial machine, which we have going with all of the social implications. To assume that we can solve any of these problems by one simple program or by a hundred simple programs, probably, is not going to be close to the truth. We are going to have to have some patience in solving them. These kids have to have something to believe in. They have got to have some hope, and they have to have an appreciation for their fellow citizens. They have to have some idea of the society in which they live before we can even begin talking about skills.

It doesn't do anybody any good to be a skilled bulldozer operator if he can't read or write, and one of the charms, I think, of the Corps which we have seen is the way in which the motivation for reading and writing comes about.

I recall one little boy in the camp area in North Carolina who was highly resistant. He wouldn't communicate. He didn't want to read. His father hadn't read, he saw no reason for him to. He didn't want to write. He didn't care about it. He didn't want to socialize with anybody, but he had one curiosity. He wanted to cook. He liked the preparation of food. Within 4 months, after showing the boy the culinary arts, it was also pointed out, that if he really wanted to go ahead with this vocation he had to learn to read, so he learned to read. Also, if you are going to succeed in cooking you have to have some rudimentary mathematics, so he learned rudimentary mathematics. I think this is a notable education achievement. I pretend no great skills in educative techniques, but I say that there are situations where if the boys and girls do not adapt well to the books,