

For example, you work out a course where you give a youngster a variety of skills and certain general principles in the techniques with the implicit assumption that these things are going to change, and what sort of adaptability do you feed into him, and the change is going to be a railway fireman or one of the Christian Science Monitor printers who, when he sees the new technology come along, runs to a union, or is he going to get retrained?

If we can have our faculties and universities, especially the more alert and aggressive ones, working hand in hand with the Job Corps centers, and I am not praising what the Job Corps centers are doing educationally—frankly very conventional—that this is no reason for kicking them in the pants.

Then you get some help from the universities. I tried very hard to bring my faculty 30 miles from this center, it is a coincidence that we are here together, to see if that faculty could relate to that center. You know, the machinery did not exist. The good will was there on both sides. Dr. Chambers is here who is director of that. I visited her center several times in the very early days. If we could bring these things together we could do a lot in the universities in the development of industrial arts and industrial technology and various other technology, not just industrial.

Dr. GEORGE. We must say also that you find a more specialized faculty in the Job Corps than you would find in vocational. The very fact that they are on call for 24 hours more or less, or that they certainly are not expected to keep conventional hours; they cannot look up at that clock and expect to go home at 3:30 or leave on Friday and come back on Monday. This just is not part of it, you cannot even think about it.

We would sift through and sift out those teachers who don't have that extra ingredient of dedication. I know dedication without a lot of other things can be just as dangerous as skill without dedication but who can bring that extra measure of something that Job Corps student needs that I don't think on the whole you will find anywhere else than in the Job Corps.

Mr. HAWKINS. Are you saying, in effect, that there are two distinct programs at the present time, vocational education on the one hand, and Job Corps on the other, and you can assume we cannot do one without the exclusion of the other, the mixing is not necessarily the proper thing to do?

Are you saying we should not discontinue the Job Corps program on the basis that those who are served by the Job Corps are going to be taken care of in the conventional vocational education as it exists today.

Dean PERLMUTTER. It goes a step further than that. By continuing the Job Corps in the most enlightened educational fashion we can greatly improve such provisional education as exists outside the Job Corps. We need the Job Corps very badly in the vocational schools.

Mr. HAWKINS. When you say you need the Job Corps—

Dean PERLMUTTER. We need it as a laboratory.

Mr. HAWKINS. You need it to continue its operation basically the way it is now constituted, with improvements of course, but you are not suggesting bringing the Job Corps into the vocational education setup as such?