

Mr. QUIE. We visited public schools in New York who were doing the same thing with the instructors. Only they ran into union difficulty. So they had to make certain that there was free will on the part of the instructors.

Dr. GEORGE. This is only free will. I can only schedule them 40 hours a week. I would look twice at rehiring a teacher for the second year who only spent 40 hours a week.

Mr. QUIE. Dr. Perlmutter, you mentioned the Mayo Clinic a number of times, a Mayo type of operation. I don't find any similarity between what Mayo is doing and the Job Corps.

Dean PERLMUTTER. It is a conceptual similarity.

Mr. QUIE. Unless you meant research. Mayo is involved in research.

Dean PERLMUTTER. It was a conceptual comparison. Mayo treats patients. Mayo does research. I would like to see the Job Corps deal with students and this is the sense of treatment through what needs to be done right away. I would expect us together with the Job Corps and the educational community to do research in what they are doing. I do not think you can underestimate our ignorance in the world today in dealing with this population group. I have very little patience with people, especially those who are not on the front line of education, who are smug and derisive about efforts of this type because what we have been doing not only in this country but throughout the world is that we have been educating an upper strata as broad as 10 percent and here it tends to be closer to 30 or 40 but the vast majority are down below and we talk in rather pejorative terms about them. One of the reasons we do this is that we know very little about educating that group. I would be the first to profess my ignorance here. But I think we can learn. I think the good will exists now to conduct that inquiry and to learn. But we can't be too impatient with this. We can't expect to know in 3 years what we have not learned in several thousand. This is a large job. Congress can not legislate our knowledge on this. We are going to have to work by hard experience. This is a very valuable kind of laboratory that we have. It is not an either/or question that if we study here we can not study comprehensive high school in Milwaukee or a vocational school. We don't have enough of those vocational schools, either. But we need this laboratory. And we need it for these human reasons to get at these kids right away even when we don't always know what we are doing, even when we get them a bed to sleep in and teach them to wash their hair.

Mr. QUIE. Are you claiming that there should be more research projects in the Job Corps Centers or the mere fact that there is money going into the Job Corps Centers that ends up to be a research project?

Dr. GEORGE. No. I made a very specific suggestion here. I would like to see about 10 percent of our funds in the Job Corps effort clearly channeled not just for research but the program development is an extremely important aspect of this.

I can illustrate this very quickly—staff training. We don't know enough to do adequate staff training, but I think we can find that out pretty quickly if we were to designate three or four major university centers in different parts of the country to conduct this. Let me take this on the question of program development. This Christian Science Monitor correspondent, Cynthia Parsons, made the point about an organic curriculum. We discover, for example, in dealing with a Job