

This is a healthy normal reaction, I would agree, but it is a normal reaction.

Chairman PERKINS. I have listened carefully to your statement and to my way of thinking you are qualified as an expert in the field of industrial arts.

Just why are the ordinary vocational schools failing in any efforts that are being made to reach this type of youngster or why have they not touched this type of youngster to any great degree?

Dean PERLMUTTER. Well, that is kind of a long question, a question that requires—

Chairman PERKINS. Oh, yes.

Dean PERLMUTTER (continuing). A long answer and for one thing the training that most people get in vocational education, the teachers, is training of a technical kind in their vocation, in their subject matter, a good electronics man, a good sheet metal man, metallurgy and so on. He knows his field. He is not necessarily well trained and even basically trained in the dynamics of behavior in general let alone this group.

Whereas you might, say, from a social studies feature expect from him the social discipline to try to begin to understand this group, you will not get that from a vocational arts, industrial arts teacher. Occasionally you do, but this isn't the pattern.

The pattern there is of a man who is very strictly, usually middle class oriented, wants a clean neat shop, a well disciplined class, and this is very difficult to achieve with this group and it requires a great deal of insight and understanding and tact and ingenuity to hold this group with devices other than compulsion.

I am very wary about using compulsion here and punishment. I would much rather use rewards. I would much rather give 20 cents for perfect attendance than to take 20 cents away, but there are many subtle things that have to be worked out here to really understand how to deal with these people.

One of the big problems we have in training staff, and I stress that and I don't know whether I have gotten it across to the committee or not is the inner hostility that most of us have, teachers included, toward this group, which we are constantly repressing. This comes out when we take them and put them into sensitivity training.

Most of them say they are nice; we are for them. But when you see a group of these youngsters you represent a threat to them and they represent a threat to the teacher and to overcome this situation requires some very comprehensive training, not just understanding, but it is not just an intellectual training.

The teacher is a symbol, and so is the schoolroom, of everything this youngster has dropped out of, and the vocational school as conventionally set up in his neighborhood is that kind of a place. It is square. It is them. And if you introduce the Negro question there are a whole host of other terms that we know that the boys or the youngsters will use.

So when you are, say, reaching this kind of group, why, this is a horrendous problem for an ordinary school district. You have to have a real expertise in this. We do not have universities now imparting this kind of expertise to teachers in Job Corps or vocational schools.

Chairman PERKINS. That is just not presently in the universities of this country.