

can keep him there long enough, through their little rewards they offer for staying or their rewards they offer for shaping up, or the penalties they put in for infractions, they can reorient this person. It is like this situation we just talked about. Many of these people, and I don't know whether they are right or not, they think that these boys have to be jerked out of their environment from which they came and separated from it entirely before they can ever be eligible to see or they can even develop an appreciation for the way normal people live. And so they go on this basis, and they do many little things. I see more and more of this being put into effect and I think it is more and more successful. And without the type of staff they have, which I keep getting back to—the type of people you have working in any organization has a lot to do with the effectiveness. That applies all the way up to the top of the government.

Chairman PERKINS. Our bill continues the present operation of the Job Corps at a cost of \$295 million. Another bill pending before the committee proposes to cut back during the next fiscal year the Job Corps from \$295 million to \$190 million.

In other words, cut back the operation of the Job Corps \$105 million. But to transfer immediately the operation of the Job Corps to the Office of Education, to be operated as our regular vocational school system is being operated at the present time. I think everybody knows that I am a great believer in vocational education. From your experience down there, I think you qualify in one sense of the word, perhaps, as an expert, and a better expert than many educators would qualify, from your experience, do you feel that it would be detrimental to the welfare of the type of youngster that the Job Corps is presently serving if this other bill became effective and we took the operation of the Job Corps away from its present setup and transferred it to the Office of Education to be operated as vocational schools are presently operated?

Go ahead.

Mr. ANDERSON. I can't answer your question because I don't know enough about the administrative experience or program on either one of these sides.

Chairman PERKINS. Well, you feel it would be a great mistake to take it away from Graflex.

Mr. ANDERSON. Yes, I do. I think that Graflex, and I use that as an example, and if Graflex is a fair example to us, I feel that, and I have noticed this training, that the more liberty they have to run their own program and the less they have to make their final decisions dependent upon OEO, the better off they are and the better they are able to administer their program. I can give one small example.

Chairman PERKINS. Go ahead.

Mr. ANDERSON. For example, I know one of the people who is called a resident counselor. He is a neighbor of mine, lives down the road, and I talked with him many times.

Now a resident counselor lives in the dormitory with about 20 of these fellows. Over him, there is an area counselor and so if he has disciplinary problems, and of course, the disciplinary problems that these people have are normal, they don't know how to act when they come. Now they will dismiss a person if he fails certain tests. If he is a habitual criminal or if he can't get along with these people or if he is a