

came in with nothing better to do, never attended religious services, had serious trouble while in school, wanted to hang around home, economic pressures are more important than school, failing in school, can't leave for training, want racial separation. If a person could fall under all 11 of these he would be the most hardcore of all of them. It is like working with multiple handicaps, they are easier to work with than the person who is blind and deaf or a person who is even more handicapped. So you have multiple handicaps that you are dealing with.

In your polls and evaluations in the future it seems to me what we need to know what programs would help to correct this failure pattern and as a result you end up with a success pattern.

Mr. HARRIS. If I might suggest this, Congressman, you point up very well indeed what is both the problem and the potential and the challenge to the Job Corps in taking these failures and making them into successes. If I had to define what are the next gaps that the Job Corps should seek to close it would be precisely in these areas. I would look on it this way: What I hope I make clear is the people that were successes were not necessarily predetermined to be successes—

Mr. QUITE. You don't believe in predestination?

Mr. HARRIS. It is difficult to proceed on the bettering of human kind if you assume it is all predestined and you are what you are and nothing you do helps. I don't believe we operate that way. Self-improvement is still a mighty important part of our voluntary society.

Mr. QUITE. I wanted to say whether a person is listed as a proponent or opponent of the Job Corps, and there is a new Job Corps now, I think we are all trying to find a mechanism or means of bringing people who now fit into the failure pattern into the success pattern. If we can do it the least expensive way—in a day school—we would like to find out those who fit into that category. We know some need to change their environment and should get into a residence center to do this.

Did you make a determination of how many fit into the success pattern and how many fit into the failure pattern and the degrees in each area?

Mr. HARRIS. If my memory serves, the success pattern would be about 3-10 and the failure pattern might be a third higher. They would be of comparable size.

Mr. QUITE. Three and 10 fit in the success pattern and four and 10.

Mr. HARRIS. These are just approximations.

Mr. GOODELL. This is when they go in.

Mr. HARRIS. There is a book that I have not read in which somebody showed me an excerpt saying there were six failures for every success. I don't think anything we have done has shown that.

Mr. QUITE. Christopher Weeks' book shows something comparable.

Mr. HARRIS. I don't know if he has seen these studies and I don't know where he got these figures but if you take the dropouts and compare them with the graduates you would never get over two to one and more likely three to two.

Mr. QUITE. Christopher Weeks administered a portion of the OEO program and when Sargent Shriver was up here testifying he had Chris Weeks at his right hand giving him the answers.

Mr. HARRIS. I don't know Mr. Weeks; I did see a statement con-