

involved in teaching in the Job Corps. Fifty percent came from the public schools, actually 57 percent. Eight percent came from private schools. Nine percent came from Government, military, or industry, and somebody has said, you know, that we have raided the public school system. I don't think we have.

I don't think that in the enormous job that the public schools are faced with, and I am personally supportive of the public school system in this country, I don't think we have trained teachers to any significant degree. I think what we are doing is handling some of the most urgent problems in education.

Mr. O'HARA. Let me say something further on that question: There is some feedback, evidently. You have spoken of men going back to the regular school system, supposedly with their skills enhanced after Job Corps experience. Are any of the teachers who have been working for you returning to teach in the public school systems?

Mr. KELLY. The arrangement that we had with the NEA, the arrangement was that once they spent a year in our conservation centers teaching that they would go back to their public school system, and that has occurred, and it continues, that program continues. We have more teachers in the program this fall through the offices of NEA.

I can't tell you off the top of my head what our attrition has been among teachers. I can get that, but I don't know how many teachers we have lost, or whether they have gone to the public school system.

Again getting back to the basis of stigma and isolation, as I mentioned, a youth from Harlem who has never been to 42nd Street is isolated.

A youth who works in the field in California for 50 cents an hour is isolated.

A youth from Oregon who has rotted teeth is stigmatized.

A youngster who cannot compete in school with his peers is stigmatized.

I knew kids that were like that. We had a class that was called the opportunity class in grammar school, and this is back in the 30's, and that class had about 30 students in it.

Those youngsters were stigmatized, and they had to put them in a special class, than was being—and this was being stigmatized, whereas in our program, our kids participate. We have student governments at everyone of our centers. They are learning about citizenship. They are in constant contact with adults who care.

They live in a healthy environment, and they didn't come out of one.

We put in the record early on a book which contained a lot of information about our community relations, and we have some wonderful things that have been said by chiefs of police and mayors and so on, and the reason why they say that they participated with these kids.

Mr. O'HARA. Mr. Shriver, I intend to support your program fully.

Chairman PERKINS. Mr. Gardner?

Mrs. GREEN. Would the gentleman yield for a minute? I think there is quite a lot of good in the Job Corps, but I am amazed at your method of procedure. I am delighted that you have this prepared on the question about youngsters who are isolated. I am pleased at that.

Do you expect to convince me that a youth from Oregon from—with rotten teeth—is stigmatized as one of the reasons I support Job Corps?