

Many groups are hard at work in education to improve and enlarge on their efforts. None is more important than the effort needed in the Office of Education, Bureau of Adult and Vocational Education.

We are pleased with the new leadership and direction in the Bureau, but the plan for increasing their effectiveness is not complete. The regional offices as well as the central office in Washington desperately need professional staff to assist us in the States.

We must have stimulation, direction, and a coordinated effort. There must be leadership training for administrative people, researchers, vocational counselors, and teacher trainers. We must have practical research and project demonstration that will give us basic devices of measurement and approaches to total program planning and development.

Organized instructional materials in vast quantities and variety are and historically have been needed. Recommendations regarding the planning and construction of facilities are long overdue. National, regional, and local institutes and other forms of instructor training in the areas of technical and professional skills require acceleration. Evaluation and accreditation in recognition of quality instruction must be forthcoming. The need for these and many other things has been substantiated by a survey conducted by the American Vocational Association, and you have this report. We support it 100 percent.

And again I say we appreciate the opportunity of appearing before this subcommittee.

Mrs. GREEN. Thank you very much, Mr. Mulling.

Would you tell me, here in Atlanta, how many vocational high schools you have?

Dr. MULLING. None.

Mrs. GREEN. None at all? How many would there be in Georgia?

Dr. MULLING. Vocational high schools, as such, we do not have. We have a few that are called comprehensive high schools that have vocational.

Mrs. GREEN. What kind of vocational training is given in the Atlanta high schools?

Dr. MULLING. We have a few programs in cooperative training, primarily in the areas of industrial cooperative training, distributive education, and a few in office occupations.

Mrs. GREEN. Would you say it is anywhere near adequate?

Dr. MULLING. I would say, by all means, it is not.

Mrs. GREEN. Do you have the per-pupil expenditure per year for a school offering good vocational training, and the expenditure per pupil per year in an academic program?

Dr. MULLING. As a comparative sort of thing? We do not. We have some figures that we have accumulated recently in the operation of our adult vocational programs in the area schools, and I think we have arrived at a figure of something like 50 cents per student hour, which compares to some figures in the national cost operations, and we were at about half level.

Mrs. GREEN. Let me make just a couple of comments, because your paper strikes a very important note, as far as I am concerned.

I have said that I thought that in the next Congress we really ought to stop, look, and listen. We ought to give the country time to digest