

Mr. BRADEMAS. What do we need to do to get more? This is a matter that may be discussed by our committee very soon.

Mr. RILEY. As I have always pointed out, you can generally train an individual in teacher training techniques, but it is very difficult to train him to become skilled in the occupation.

And the solution to that is to attract highly qualified individuals who are working into some type of a teacher training program of a shorter duration than 4 years so that he or she may become available to fill these vocational education teaching spots throughout the country.

Mr. QUIE. How many have you lost to say the Job Corps?

Mr. RILEY. Normally the public schools have lost very few because the Job Corps is not tied to certain policies of 4-year degree and vocational training. They can hire vocationally competent people and put them in as competent.

A few we have lost.

Mr. BRADEMAS. Mr. Dake, does this structure of which Mr. Riley was speaking in the field of vocational education pose any problems for you in the public school systems?

Mr. DAKE. I was going to make one comment about staff where I think we have to keep quite a bit of balance in mind. The shortage of vocational teachers—we were using teachers who do not necessarily have public school degrees.

We ought to keep in mind that in our high schools, we are offering the undergraduate training to vocational education and that is the industrial arts program and all of our schools are well equipped with this facility and with these teachers.

We have to watch this balance or we are going to lose the secondary art teacher into these various vocational schools. Even though they may not require the amount of training, the salaries that they would pay, the 12-month assignment and so on will have a great deal of effect on the retention of industrial arts people who are in a sense vocational people in schools starting at the seventh grade.

And so we have been trying to keep that balance in our own local community but with a great shortage of not only vocational partly trained teachers in comparison to the regular teachers, we also are not training enough teachers in various institutions to do the industrial arts job either.

So we are really in a bind any way you look at it.

Mr. BRADEMAS. Thank you very much, Mr. Riley and Mr. Dake.

Let me observe by way of conclusion that Mr. Quie and I have found our 2-day meeting here in Evanston on the campus of Northwestern University extremely helpful and we want to express once more our appreciation to the president, Roscoe Miller of Northwestern, to Mr. Hosch, Mr. Mousolite, Miss Proesel, Mr. Chipman, and indeed, to everyone who has testified and who has made our visit here a fruitful one.

Thank you very much indeed.

We are adjourned.

(Whereupon, at 12:20 p.m., the Special Subcommittee on Education adjourned.)