

the border the State department of education would be running it. It would be a peculiar thing. The State departments operate in the same fashion, you might think, as we operate in the Federal Government.

But you cannot run your schools without doing exactly what the State tells you to, as to classroom sizes, teacher qualifications, and so on, because the State pays a certain amount of the expense of the local school district, and we are paying a certain amount.

If you have participating programs we would have to have some say as to which tune the children were going to dance to. Is that right or wrong?

Mr. JOHNSON. You are getting into a philosophical statement.

Mr. DENT. No, I am getting into the practical political situation of getting legislation through the Congress with the great sums of money attached. Mr. Quie indicated that there seems to be a tendency to move not only Headstart over to public education in the various States, but soon the Teacher Corps.

The reason we went into these programs on the Federal basis was because we had failed at the State level to take cognizance of the great problems facing our people, and we are, therefore, pumping Federal moneys into the local boards where it is needed. It is difficult for local school districts and State governments to provide necessary funds for the essentials in education, let alone these other needs.

You talk about vocational school training and a comprehensive high school. We have failed miserably in vocational training in the various States. There isn't a greater shortage in the United States than a shortage of vocational graduates to take their place in industry, in the construction trades.

We have completely gotten away from carpentry and cabinetmaking in our high school classes of manual arts. I know we don't have them in our schools. We have over 600 trade schools in Pennsylvania which have kept us pretty well abreast of the needs in that State, but some States have no schools whatsoever.

A comprehensive high school would be a responsibility of the local community. How many of your high schools have training courses in vocational classes that would graduate a kid from high school—at the time he finished high school—able and ready to step into a vocational training job?

Mr. BREIT. We have in business education, but not in the trades.

Mr. DENT. That is because it is a soft-skirt job. You don't have the hard blue-collar jobs in any of your schools any more.

Chairman PERKINS. Mr. Bell?

Mr. BELL. Mr. Chairman, I yield to the gentleman from Minnesota, Mr. Quie.

Mr. QUIE. I would like to ask the gentleman from New Mexico about the title III program. I understood title III was to fund supplemental centers, supplemental programs which would strengthen and improve education throughout an area, and it would be widely beneficial to elementary and secondary education. I notice that you are talking of a space science center and one of the basic features is a planetarium.

Mr. Breit, do you think that secondary schools of the country really need a planetarium as much as they need a host of other improvements in order that the young people might have an adequate education?