

There is auto mechanics, there is auto body work, but really very slim pickings.

This five out of every 10 students, then, in the United States, are the ones you are concerned with, in some ways, if he finishes school, because he turns out to be poor very quickly, because he can't go to college and he doesn't have any job training, and the unskilled jobs have been taken by those who dropped off before he did.

The dropout drops into a job, an unskilled job, but what he has decided is that money is more important to him than continuing the mile race at school, discounting all the other problems that makes him drop out.

So, often, the unskilled jobs are taken by the dropouts, and as I say, 50 percent of the youngsters who graduate from school run into immediate difficulties.

The area that probably needs the greatest attention, and which in my quick perusal of the bill before you for conversation there isn't much being done about, is the colleges and universities. Except for agriculture, there aren't programs in the colleges and universities which will turn out a vocationally trained vocational teacher, and as far as the statistics that I have been able to get in this 50-State study, is that almost three-fourths to 90 percent of all vocational teachers or noncollege graduates, and that almost none of the State colleges and very few of the universities offer such a program.

It isn't possible to get out of a college or a university with a degree with any expertise in plumbing, whereas it is possible, if a high school wants to offer animal husbandry, it can find a young man who has had on-the-job training, work, he has done summer work on farms, he has worked in laboratories in the college or university, and has a college degree, has had to take a relatively broad, although Ag students, of which my own brother is one, seem pretty close to the earth when they get through.

But there is some broadness. There is a tremendous need, and until there are college-educated plumbers and college-educated electricians and college-educated welders and draftsmen and beauticians and technicians, I think that the vocational educational educators will continue to have to struggle for a place in the sun alongside the academic people who put so much weight behind the degree.

Vocational educators are as guilty of doing that as the others are. It would distress me at many of the vocational schools, in asking them about the success of the school, one of the things they do is tell me about some rather rare case that went on and got a Ph. D. from MIT, instead of the local brick mason who has done such a beautiful job of building 30 houses on East North Street, or something.

It wasn't until I expressed my interest in the boys who took masonry that I could convey to the vocational educator that I was interested in the pride he showed in the boy who went on to be a mason and a strong member of the community.

But the early press was for this rare individual who finished school, vocational school, and then got a college degree.

In the best vocational schools I saw, with the exception of the Polytechnic School in Portland, Oreg., and the J. M. Wright in Stamford, Conn., and the other 11 that I know about, the great lack in them all is a strong program in the cultural arts, music, drama, dance, and physical education.