

Dr. GEORGE. There is no place in Cleveland, Ohio, except the Cleveland school.

Mr. HAWKINS. Do you know any other city—

Dr. GEORGE. No, I do not.

Mr. HAWKINS. Where the service could be obtained at the present time?

Dr. GEORGE. I don't know of any such places where the hard core—maybe there would be a few among them who might qualify for the vocational school, but the mass of them wouldn't.

Mr. HAWKINS. You discount the possibility that the vocational school as currently constituted, without condemning it, but realizing that it plays a specific role which it not perhaps the role that the vocational school as it is now organized and operated would not offer a substitute for this program?

Dean PERLMUTTER. I've been holding back during the previous testimony because there are numerous points of contact, things that are the most recent that are happening in education in this area were not really brought to the surface level. The Nova Schools were mentioned, however, and my ears perked up because in the region where Dr. George is I was formerly dean of fine and professional arts at the State university of that area, Pennsylvania State University, where we not only had one of the most outstanding faculties in industrial arts and technology but we indeed were the consultants in this area for the Nova Schools.

So that one of the things that were were interested in there as a faculty, and this is one of the professional reasons I had for volunteering in the Job Corps because I saw this as a laboratory and my industrial arts faculty which was fascinated by it.

I said supposing we had some of these centers like the Job Corps could you really—and this is exactly what they want to do. The concept of vocational education by the way, that we are talking about is a very outmoded one. For one thing, we are talking really about training youngsters not just in the deprived area but in the regular academic schools in a variety of technical schools which are a necessary part of the general education in the modern world.

Second, very few people really, a smaller fraction, actually work in the jobs for which they were trained. I don't think there is any one on this side of the table who took a course which trained them to become a Congressman. I did not expect to be a professor for a long time, or a dean. But if you go into the blue-collar trades or the marginal trades, the things that we are talking about today as trades, that you are talking about as jobs or vocations, they weren't in the dictionary 20 years ago. When did electronics come into the field? When did computers come into our terminology? You are talking about training a man for a service station and a tire—that is going to be antiquated in 5 or 10 years. So the concept that the best industrial arts, the best industrial technology professors and there is an enormous movement in the universities and you know that in Minnesota where I have taught. I know it in Pennsylvania State. I know it in Purdue. I have been at the leading State universities in the country. We have as many as 20 applications for placement for any industrial tech graduate at the bachelor's level. At the master's and Ph. D. level we can't produce them quickly enough. What we are trying to do in industrial arts is to work out new patterns.