

I think the vocational educational division of our present educational system has the machinery to build this program.

In closing, I would like to ask again that you please review the successful programs initiated and conducted by this and previous administrations. I am referring specifically to the Vocational Educational Act that came out of this administration, and the Manpower Development Training Act that came out of the previous administration.

These are just examples of successful programs that we can build on. And consider the logic of building on this success in order to cope with one specific problem that hampers our society, and that is unemployed, unskilled, disoriented youth.

You hold in your hand an instrument that would authorize an existing agency to attack the problem enthusiastically, energetically and effectively. Therefore, I would heartily recommend that you consider these experiences, and would recommend that the responsibility for the administration and operation of the present Job Corps program be transferred to the Department of Health, Education, and Welfare, under Office of Education, as stipulated in title II, H.R. 10682.

Thank you.

Chairman PERKINS. Thank you very much.

We will withhold questions until we hear from the other gentleman. The next witness is Mr. P. W. Seagren. Go ahead.

**STATEMENT OF P. W. SEAGREN, DIRECTOR, LINDSAY HOPKINS
VOCATIONAL SCHOOL, MIAMI, FLA.**

Mr. SEAGREN. Thank you, Mr. Chairman.

My name is Philip W. Seagren. I am director of adult education for Dade County, which, of course, includes the Greater Miami area.

I have had the privilege on previous occasions to appear before this committee. The most recent one was on the 13th of April, when we were discussing appropriations for the Vocational Act of 1963.

At that time, we had some questions that concerned me considerably, which had to do with the attitude toward or about vocational education, and its status or its level, referred to as basement time of training, or things of that nature.

I plan to devote most of my comments, Mr. Chairman, along that line of making a point that we have been striving to have quality in vocational and technical education.

Now it is true in the early days, we had a dumping ground, with little or no standards. I think during World War II, we got into war production training, and we are working with advisory committees more realistically, and I think at that time, we started to develop along the lines of better quality programs.

This was followed very closely, of course, by the veterans' training after World War II, and then we have had subsequent acts which have enabled the vocational technical division to extend and expand into all areas for adults.

About this time, or shortly after World War II, we started to develop guidance departments in our programs. We set up pretesting, determined that the person had the ability, both in communications