

Mr. QUIE. That is quite an inducement.

Chairman PERKINS. Go ahead, please.

Mr. WATSON. I would like to mention just one more thing to the committee as far as using the existing structures to operate a network of residential centers.

I think if each State were given responsibility, I think there would develop a friendly competition there that would make every State want to do the job and do it well, provided they had funds to do it, and I think this network, with the leadership that is available now at the Federal and State level, that this network could be put into effect pretty quickly and effectively, and I think there would be a great deal to be said for the State being so actively controlled and actually responsible for taking care of problems in their State, and I think the State and local people would have a better view, knowing exactly what the problems are, where they are, and what has to be done about these problems.

I know the criticism has been made, "Sure vocational education is moving nicely in some States, but not in other States, and what are we going to do about this?"

And I think it is very simple: If the State isn't doing the job, HEW contracts directly with industry, or some agency in that State to get the job done.

I am confident it would work the same way, and I think the responsibility placed in the hands of the individual State departments of education would not only get residential training available to more people that need it—I think eventually it would strengthen vocational education overall, to the point of letting them see what can be done with the means provided—if the means were provided.

I agree with many of the things that were said this morning, that there is very little innovation and experimentation in some of our public schools, but I think the matter of being caught in tradition so long with no money to do it gets to the point of "What's the use?" And I have enough confidence in the educators of America that if the funds are made available they will innovate and experiment and stay up to date.

I think a striking example is vocational education, and I don't want to sound—appear to be bragging by mentioning Ohio so often, but this is the only true example you have that I can cite with any degree of justification, and that is, when the funds were made available, they moved, and they are doing well, and vocational education is moving in Ohio. If it had not been for the Vocational Education Act of 1963, we would be right where we were before.

I think this has happened in other areas of our education too.

Chairman PERKINS. I have gone through your residential center in Ohio, and I have gone through several Job Corps centers. I have gone through George Ramey's school there, but everywhere I have gone I have seen a different kind of youngster in a Job Corps, and in the vocational schools. I would like to ask Mr. Ramey what experience you have had in the MDTA programs in training youngsters and adults who lack basic education, whether the State of Kentucky is oriented in that direction.

Tell us something about the problem we have in Kentucky along that line.