

We have some types of jobs that—for example, take two extremes. You take a large company in our area, like we have General Motors that has many large plants. We talk to people like Dr. Ramey. Their needs for people are not for specialized training; they would like to see that the school got them, and they read and write, and they would like to do their own training.

On the other hand, you have an extremely small business, perhaps, where it is just impractical for them to run training programs. Yet, when they get a certain number of people, they may not need any more of that kind for 10 years.

So this need for vocational education is not a simple thing; it is not just a question of money and intent, but it is a matter of total integration, I think, between the school system and the business environment to make sure they are being trained at the right time for the right jobs.

Also, I think the school systems tend by nature to often extend these training programs much longer than they need to be. They are making them more elaborate.

Now that is not only a matter of being more expensive, but it is difficult to get kids to stay in them. We have found that we have many kinds of jobs that, oh, let's say 6 weeks is a very adequate preparation for them, but it gets into the vocational channel and they want to make a 1-year course for it, and this is the kind of thing I think we have to fight.

So it is very important I think that we get business involved in the sense that they can temper the educators' enthusiasm for prolonged training, and to some extent, oftentimes a little too much theoretical training causes these people you are trying to reach, who are not very schoolminded to start with—if they were, they would go through the regular channel without assistance. They tend to be doers and not thinkers, if you want to oversimplify it, and they don't want to take 2 years to learn something.

The very interesting thing in this regard, incidentally I don't know whether the committee has given any thought to this or not, but the thing that impresses me is the tremendous number of vocational or technical schools now, that are privately run, many of them for profit, which are fully enrolled.

Kids go in there and they will pay \$500 tuition for a course that they can get for nothing through the public school or through some other vocational program. The reason is that that course has been geared to teaching them something quickly and in terms that they understand, whereas these other programs tend to be again—in other words, a kid would rather pay \$500 and get 6 weeks of instruction and get a job than to pay zero and spend 12 months getting it.

These are all things, I think, that are of great significance in laying out these programs and applying where we are going to go.

Mr. GOODELL. You talked about the approach of the Federal Government simply putting a large amount of money in to try to solve a problem which is very complex and difficult, particularly when we don't have a full understanding of the problem.

It is very easy to oversimplify in this area.

There is a great deal of current discussion, for instance, about riots. I have before me the testimony of Mayor Cavanagh of Detroit before