

ing now, and because the chairman is probably the most knowledgeable person on this committee, and perhaps in the Congress on this topic, I know that you will be talking about something that is very dear to his heart. All of us will be interested to find out from you what is happening now with the legislation that has enabled the vocational schools to move forward as well as to explore the potential that these schools possess.

Chairman PERKINS. Do you have a prepared statement, Miss Parsons?

Miss PARSONS. During this time, I have made it briefer and briefer, and I am going to be extemporaneous.

Chairman PERKINS. Without objection, proceed with your statement.

Thank you for coming here today. We, as always, are delighted to have a witness who has made a study of vocational schools.

Miss PARSONS. I do have a series of articles which are appearing in the paper, and I will be glad to have them in the record, if you would like them.

Chairman PERKINS. Without objection, they will be inserted in the record.

(Series of articles by Miss Parsons follows:)

[From the Christian Science Monitor, June 13, 1967]

FITTING EDUCATION TO THE CHILD

Schooling for skills is in trouble.

Most vocational education programs and equipment are outdated and obsolete.

Thousands of youngsters have been misdirected into purely academic programs when at least half of them should have been guided into direct preparation for employment.

The very words "vocational education" conjure up an image of inferior programs for inferior students.

At last, a freshly awakened interest in schooling for skills is stirring across the United States and in many other countries. Nowhere is there a greater educational need.

In Canada, industrial physics and industrial chemistry programs are turning out much-needed laboratory technicians.

In France, boys are given free lunches and work clothes—and their parents receive subsidies—to help enable the youths to learn a skilled trade such as cabinetmaking, masonry, or welding.

The new comprehensive schools being built in England contain metal and wood-working shops where boys can do more than "muddle about." Aided by this training, they can learn a trade and bypass some of the long years of apprenticeship.

In the United States a revitalized Office of Education has poured millions of dollars into vocational education since 1963. This school year 6.5 million students received vocational and technical training with the aid of \$265.4 million from the federal government.

Vocational and technical education is 50 years old in the United States. But it has only been in the last two or three years that some public school administrators have been giving schooling for skills as much attention as schooling for college.

The greatest need for skilled workers is, of course, in the large urban areas. Yet it is in these very areas that thousands of students have been forced through academic precollege programs totally unrelated to their immediate futures based on their interests and abilities.

The statistics for the state of Ohio tell part of the story.

STATISTICS STARTLING

The 1960 Ohio census disclosed that only 7.6 percent of the employment opportunities in the state required a college degree. At that time, 81 percent of all the