

note, that I would come back to this area when I had a chance—and in the meantime Federal legislation in 1963 began to be funded in 1965, and at this point there is considerable stirring in vocational education.

There are facilities up—just in—but there is a tremendous kind of spirit in the area that hasn't been there before. In my office, I get mail from all over the world and from all sorts of educational things, and it began to get heavier and heavier and heavier on skills and jobs, and I began to get a feeling of some controversy, which is always good.

And so in the winter I wrote to the directors of vocational education in the 50 States and asked them for help in determining where some vocational schools were, and I was directed in Kentucky to Somerset, Ky., and I visited the vocational school there.

Chairman PERKINS. You mean there was one already there, Miss Parsons?

Miss PARSONS. Yes.

Chairman PERKINS. Go ahead.

Miss PARSONS. I spent a day visiting the school and talking. I was on the phone with them just the other day. They have been able to get a much larger facility and are very delighted about it and so on.

Anyway, I then traveled in the last 3 months all over the United States visiting various kinds of vocational schools, and I would like to describe at this point what is existing in vocational schools.

There is the comprehensive high school with a vocational arm personified, perhaps, by the Allentown, Pa., school I visited.

Allentown High is about 100 years old. It has had vocational education in it for about a hundred years. The program is a good, strong program in vocational education. About 30 percent of the students are in vocational education, 30 to 40, which is considerably more than the national average, which is something under 5 percent.

The comprehensive high school that has a vocational program has traditionally, over the last, oh, 40 years, begun to phase it out, and it wasn't until the Federal funding in 1963, which didn't start to get started really until about 1965, that there was a new impetus.

What had happened was that the traditional skill training became sort of calcified, over the last, oh, 40 years, begun to phase it out, and it retool equipment, and teachers and programs, and so fewer and fewer students wanted to go into a program that didn't look like it was going to end them up in a good job, and fewer and fewer even entered it.

Even the most popular at all across the country, neglecting agricultural education, was auto mechanics, and even auto mechanics fell off as students were made to do assignments on what they called "dead engines." The equipment wasn't able to keep up.

Those schools are now beginning to retool, beginning to act as though the vocational educator is as fine a man as the academic administrator, and they are beginning once again to work hand-in-hand.

The other kind of vocational training possible is the city which has separate schools. One is a purely academic school, it might have some secretarial training in it, and the separate school is then strictly a vocational school. It has its own band, its own graduation ceremonies, and so on, and these two were mostly in cities, the large cities were the only sort of areas that could afford to have two really distinct schools, and so they often had several of them, and these, too, began to get, over