

It is, of course, perfectly possible—New York City has some specialty schools which only teach a specific trade, for instance, the School of Printing—but it is rather like an academic school, academic high school. It pitches everything toward an elite few, and so there are upward of 60 percent students spending 4 years at this School of Printing in New York, and then getting machine-cut paper, sweeping a floor in a print shop or something.

Mr. QUIE. We were concerned mainly with dropouts and this subject now, the poverty area.

Do you think that better job training then, would enable us to hold the students in the high schools better?

Miss PARSONS. Yes, there seems to be very clear evidence that the stronger the vocational offering and the wider the vocational offering, the more students will stay in school. The Pennsylvania State study showed that quite clearly, and I didn't talk to anyone who didn't believe it, who did not say if they had a good, strong program—the Las Vegas school, which has only been operating a year now, the area vocational school already has earmarked over 150 students who were classified ready to be dropouts who said in order to go to the area vocational school, and, interestingly enough, they must get themselves there, and it is up on a mesa.

Mr. QUIE. In other words, the job training has to be meaningful, and that actually motivates them. Would it actually draw out their interests in basic education as well, Miss Parsons?

Miss PARSONS. Yes, of course it would. There needs to be a little more creative way that the vocational is merged with the academic. It is coming a little bit. There are some people working on it. There are pie-in-the-sky people talking about the organic curriculum.

When they read this, I am going to be shocked, but there are really only two or three who could possibly do the kind of thing they are talking about, and each of us thinks we are one of them, but we are not teaching, and it is to take what we have in art, literature, social science, and plumbing by studying the waterworks of early Rome or something. [Laughter.]

Mr. QUIE. That sounds like quite a course.

Miss PARSONS. I would hate to tell you who is funding them. It is a little OEO grant there. [Laughter.]

Miss PARSONS. I'm sorry I walked into that.

Mr. QUIE. There is also a group besides the dropouts, those who finish high school but don't have any intention of going on to college. They don't have any job skills and they find themselves out in the cold as much as a dropout does.

Have you looked into what type of training can be provided for these groups?

Miss PARSONS. Half of the students in the country—at this point it is half of them in the country—the statistics for all of use are of 74 mill-working Americans, and less than one-fourth have had any job training.

At this point, only 10 percent of all the students graduating from high school have had specific job training, and as I said, 30 percent go to college. So it makes fifty percent who really don't.

There are some provisions for these people, but not a great many, and industry, of course, has been shirking its duty in this way by not really running its own good training programs.