

Mr. QUJE. Let me ask you then, Miss Parsons: I know Milwaukee is contemplating, or requesting residential facilities as well. Are there other day programs that you have visited which have indicated that they want to utilize residential training as well?

What do you think of such a proposal connecting with the area school. This is in line with the Opportunity Crusade, in which we recommend the concept of residence in vocational schools.

Miss PARSON. Almost all the area vocational people are interested in this, and especially those who are willing to take out on the dropout, the young man or woman who dropped out of school.

Personally, I am strongly in favor of the residential facility, especially for the ghetto, even the city child. I can't think of anything better for a child from the Roxbury area of Boston to be able to put into a dormitory situation with some sort of counselor-type arrangement in connection with the strong vocational and academic program.

I didn't talk with a vocational educator who wasn't interested in doing this, who wasn't running a vocational school. The man in Boulder, Colo., is especially keen to do so, and he sees this as solving a distance problem, and Dr. Stirmer of Las Vegas is the same way. What they really want is to be able to—well, I have to use the educator's terminology and make it "environmental control," but what they are talking about, if you are really going to retool someone who has dropped out, he has dropped out of a lot of things. He hasn't just dropped out of the welding, or auto mechanics, or beauty school, he has dropped out of a belief in adults and out of a belief in the strength in the American way and so forth.

So if you create for him a place where there is human dignity as well as in which hand skills can be developed, then you have a really strong authority.

Mr. QUJE. You don't think a person from Boston flown to a residential school in another part of the country is—

Miss PARSONS. Not if we are talking about the limited student whom you are trying to fit into a job. Not that I would want to ship a Bostonian to Portland but Portland has its own problems and Boston has its own.

While I certainly think there would be an opportunity for a student to ask to go to another State, it would seem for them to make peace where they are. Especially if we are talking about the student who is limited in every possible way. If he is limited by his home environment, limited by his income, limited by his friends, limited by his school experience, in one sense it might be good to plunk him way out of that and have him trained in Milwaukee. But then what next?

Mr. QUJE. Mr. Chairman, I have taken quite a bit of time. I will ask some more questions later. I yield to my colleagues.

Chairman PERKINS. Why don't you finish now since you have taken your 30 minutes.

Mrs. Green.

Mrs. GREEN. Thank you, Mr. Chairman. I am glad we are operating on the half-hour schedule.

First of all, may I say it is good to see you again. There is one person who I would just as soon volunteer to be sent from Boston to Portland. I was glad I was here to hear your testimony.