

am very hard on them. In the New York State study that Commissioner Allen had conducted on his chief school officers, which is a name for superintendent, it showed that more than 80 percent of their fathers had never completed high school. So that these were all first-generation college students.

It also disclosed that more than 85 percent of them had excelled in some sport in school. It also disclosed that zero persons read the Christian Science Monitor, a crime for which I will never forgive them. That a very small percent read any what might be known as literary magazines or better magazines. And that zero percent had any vocational training.

It has been, in many ways, a misguided feeling by these people that the best thing they can do for a child in the 20th century was to give him a college preparatory education or a general education. It must only come from their personal rejection of the blue collar life and I do think the newspapers have been a little bit at fault. The front page of newspaper after newspaper says you have to have a college education to get a job and the last 10 pages of the newspaper lists help wanted, and I recently was trying to find a job for a beatnik who still doesn't have one and still shouldn't be hired and there were over 500 opportunities for man to be a keypunch operator. The need for just a slight amount of skill on the part of these people is tremendously great.

Mrs. GREEN. You give two definitions, and I think both are accurate; one, that society places such a high premium on a college degree and, two, administrators who have no appreciation of the importance of vocational training. But isn't it true that society has been unwilling to finance vocational education because it is more expensive?

Miss PARSONS. Yes, in the last 25 years we got going on spending more and more money for education. What happened was that we had to start paying teachers more and so programs went down. Part of that problem is the same teacher is now asking for two to three times as much as she got before and society does not think she is two or three times better.

Mrs. GREEN. In studying of these vocational schools, did you make any detailed studies of the kinds of classes and numbers of classes that students were attending?

Miss PARSONS. Yes, somewhat.

Mrs. GREEN. Could you tell me how many hours a week the youngsters were in classes? Do you have any idea?

Miss PARSONS. Well, the kids worked out different arrangements and there are different requirements. For the most part they are in class 2 to 3 hours longer than their academic counterparts.

Mrs. GREEN. That would be how many hours a day?

Miss PARSONS. About 8. Five is about—if we talk about classes being academic classes—there are about 8.

Mrs. GREEN. That would be 5 days a week.

Miss PARSONS. Yes. Some of the programs require a number of hours.

Mrs. GREEN. As somebody who has been studying the educational scene and who has a tremendous background and competence in this area would you make a value judgment on what the Government is getting for its money when we have Job Corps centers which are designed for what the bill says intensive education training and the students are in classes and in labs combined 6 hours or 8 hours or 12