

and tooling up somebody to fit industry's needs. At the moment Navy has reactivated a shipyard in Quincy, Mass. The word is out for 500 machinists. I feel very badly if all the schools were to tool out and determined that x number of its students would suddenly become machinists just because the Quincy Boat Yards need 500 machinists. At the same time, I would want every boy who would want to be a machinists to be working very closely with the Quincy operation that need the machinists.

Mr. DELLENBACK. Recognizing how difficult it is to follow any one single road and achieve the result, including this 20 percent you talk about, of people really trained for jobs, do you feel it is desirable that some of the training which isn't done in schools should be done on the job with education tied in closely to industry?

Miss PARSONS. Yes; it is absolutely necessary at this point. Industry has to have it at this point. There is no reason, really, for it not to happen.

Mr. DELLENBACK. On this concept that you have touched on, of vocational education dealing with potential dropouts, I believe you cited a statistic in connection with the Las Vegas school where they included some 50 potential dropouts who were staying. Do you find that, by and large, across the country in addition to this Las Vegas operation there is much tendency in good vocational schools to hold dropouts in school or potential dropouts?

Miss PARSONS. Yes. But vocational schools are getting tougher so their reputation is changing. They used not to fire anyone from the school. They used to just sort of muddle around with them. When they graduated they really would not recommend them for a job. Now they are being much more realistic about it and are really recommending students back to an academic program because they say they are not going to make it in a vocational program. So, the dropout rate is going up at the time that the training is better for the dropout. You see what I mean?

Mr. DELLENBACK. What does this say to us? If the academic program is dropping out the youngster who isn't meeting the standards and if the vocational education program is dropping out the youngster who is not meeting the standards and each kind of foists the dropouts from that program off on the other one, what does this say about the future?

Miss PARSONS. It says that we need a great deal of material geared to the average student. We need to learn how to teach them. We need to want to teach them as badly as we want to teach those either highly motivated in the skill or the highly academic. There are a few school systems which are really beginning to care about it and doing something about it, but only a few.

Mrs. GREEN. Will you yield?

Mr. DELLENBACK. Yes, I will yield, Mrs. Green.

Mrs. GREEN. Isn't it true if you made a curve in terms of native ability and various skills that are desired that this curve for dropouts follows the curve of ability, that the dropouts are not necessarily uneducatable at all, they are very brilliant on the average and the very poor follow that?

Miss PARSONS. There is growing evidence that humans, given some physical differences, are really quite the same. When we talk about