

One of the statements he made to me was that you could be wrong in his school as a member of the faculty, but you could not be lazy. That is a very interesting point. That means these are the kind of people he has teaching. When I walked around and went through the class they not only said, you may talk to any of the students but it was the kind of atmosphere where I could talk to any of the students and did talk to the students. Whereas lots of times you go in a vocational school, they say you can ask any student anything you want to and no student would dare look up, you know.

Mr. STEIGER. Can you assess at all the degree to which the Milwaukee institution works with the hard core disadvantaged?

Miss PARSONS. Yes. One of the strengths certainly is their strong advisory committee program, so that every one of their skill areas has a strong advisory committee. So the extremely disadvantaged may need a job at the same time. He may be just sweeping the floor of the foundry or scraping lead into a bucket at the foundry while at the same time receiving the vocational technical learning to move along in his skill.

By having the advisory committee in on the thing, and the people of the town running industries it makes it possible for the very disadvantaged to be working in the area where they eventually are hoping to get them tooled up. This is important.

Mr. STEIGER. Is it possible in your judgment for us to look ahead and see the time, hopefully, in the not too distant future when vocational education in this country can do more of the kind of things that they are doing in Milwaukee so that we are serving, for example, the kind of individuals that the Job Corps was created to serve?

Miss PARSONS. Yes, I think the momentum is well up, the system is up. I think if the money keeps coming out—I do feel, though, I do want to make the point that unless—you see what happens, education is quite a roundelay and if you are not careful and you are funding three-fourths of it and you have not plugged the last fourth it seems good while the money is going but it does not hold up. The colleges and universities must be made to play their part in this. They must be as interested in training a teacher of plumbing as they are a teacher of French. Unless they are included in the vocational school is always going to be thought of as the vocational school down around the corner, isn't that fine?

Mr. STEIGER. I could not agree more with you. Mrs. Green touched on the emphasis that we place in our society upon going to college as the goal. It is obviously not the goal to which all should aspire. Until we can change that we are going to continue to have the same kind of problems that we have today.

Thank you very much, Mr. Chairman.

Chairman PERKINS. Miss Parsons, I agree with your testimony that we need to stress and strengthen vocational education in this country today. I take it from your observations in going around the country that you observed a high dropout rate in vocational education, approximately 50 percent. I recall back when we wrote the Vocational Education Act a few years ago that we were only spending \$48 million at the Federal level, \$90 million at the State level, less than \$120 million at the local level and less than two-thirds of our high schools in the country gave any type of vocational education at