

all. But you have pointed up the fact here that you found in your tour that very few of the high schools had a comprehensive vocational education program. Is that correct, in your tours around the country?

Miss PARSONS. No. All the schools I went to were comprehensive in the sense that they offered both academic and vocational. I deliberately went to different kinds. I only went to two schools that were what we term comprehensive, one in Canada and one in Pennsylvania.

Chairman PERKINS. I mean a high school that is provided Federal reimbursement funds for instance, for the training for office occupations and they had preemployment training for descriptive occupations, vocational, agriculture, marketing, experimental at all levels of agriculture. You did not see that type of training in high schools?

Miss PARSONS. I just went to two like that.

Chairman PERKINS. My point is that since we wrote the Vocational Education Act in 1963 the expenditures at the local and State level have multiplied many times. You can see from your touring the country that these vocational education schools are continuously expanding. Is that correct?

Miss PARSONS. Yes, sir.

Chairman PERKINS. In spite of all that, I think you observed when you visited the area schools that there was considerable overcrowded conditions and that the administrators, did they not tell you they had many people on their waiting list that they were unable to take in in Milwaukee or other places around the country? That they were unable to train because of lack of facilities?

Miss PARSONS. I ran into two opposite problems. I ran into what you say, the school with not enough room or facilities and I ran into one which can't get enough good students to fill its classrooms because the feeder schools don't understand the programs well enough—that is their complaint, at least—and they can't get enough.

For instance, in Stamford, Conn., which serves an area on the coast there from Greenwich up to Norwalk, I think it is, and in Norwalk there is another vocational school, and so on, the director of the J. M. Wright Technical School complains that he doesn't have enough wanting to come to the school for the kinds of training they have to offer.

Chairman PERKINS. That is as far as specialized training, electronics and in that field or category. But in ordinary classes of welding and carpentry, things of that nature, you never ran into a situation where the classes were not filled, am I correct?

Miss PARSONS. That is correct, sir.

Chairman PERKINS. But it was in the specialized training that you found some practically empty classrooms and did you find the problem likewise in the most specialized areas of vocational education where they lacked the technical instructors?

Miss PARSONS. No, because any place I went had a technical instructor. If it offered industrial physics, it had an industrial physics teacher. But the problem is the same all through. They can't get enough carpenters much less industrial physicists.

Chairman PERKINS. You did not visit many so-called residential vocational schools?

Miss PARSONS. The ones I visited that were residential had only been residential, you see, for a year or two and so have no length of time to—