

your mouth, I am using my terminology of what you have stated—that one of the principal problems of our vocational educators in the country today is to find better ways and means to eliminate the dropout problem and to deal with the problem child. Is that your observation?

Miss PARSONS. Yes, sir.

Chairman PERKINS. Thank you, Miss Parsons.

Mr. QUIE. Did you say that 50 percent of the young people who enter area vocational schools drop out? Is that what you said?

Miss PARSONS. In some of them. The percent was as high as 50 percent, and that was their determination that they didn't drop out of school; they went back to the academics because they had no aptitude or interest or patience of whatever to do the kind of thing they come to the area vocational school to do.

Mr. QUIE. Is that the number who dropped out who spent 1 day in area vocational school?

Miss PARSONS. Yes, 2 days and a week, 2 weeks.

Mr. QUIE. What percent after they had been there a month?

Miss PARSONS. Then it is very strong, 90, 95 percent stayed. Once the school wants the student—it is a two-way at the area vocational school. Because they are in an area vocational school they may pick and choose as against the city vocational school which sort of has to take what it gets, you know that is assigned to the school. It is a two-way arrangement. The school gets to decide whether or not it wants to keep the student. So part of the dropout rate is push out, push back into the academics. The other is whether the student really wants to continue with the program.

Mr. QUIE. I think you ought to realize when we ask questions about the Job Corps which you have not studied, that the Job Corps count the dropout only after he has been there a month. If they drop out any time before a month then they are not called a dropout. So you should know what terminology they are using in the Job Corps.

Chairman PERKINS. The gentleman from Minnesota knows that the witnesses have stated it both ways.

Miss PARSONS. The dropout that we were talking about here was the dropout out of school when I talked about the area vocational school losing its entrance. It was not out of school.

Chairman PERKINS. Thank you very much, Miss Parsons. We appreciate your statement. You have been very helpful. We are glad you made that trip. We hope you will make one on Job Corps.

Miss PARSONS. Thank you.

Chairman PERKINS. Come around, both of you, please.

STATEMENTS OF DEAN O. WILLIAM PERLMUTTER, STATE UNIVERSITY OF NEW YORK, AND DR. ZELMA GEORGE, DIRECTOR, WOMEN'S JOB CORPS CENTER, CLEVELAND, OHIO—Resumed

Mr. HAWKINS. Mr. Chairman, I have a few questions of these witnesses.

Dr. George, in your statement you have indicated that there are some elements of training and development of the women who come to the Job Corps that are certainly in addition to the obtaining of skills. In other words, you have indicated that yours is a full-time responsibility of both day and night the year around, and that is to