

Chairman PERKINS. Now, Dr. Parkinson, you have obtained a lot of know-how, and I want to ask you whether you have special educational courses and special training for this disadvantaged youngster in your institution. You do, if I understand the situation correctly.

Dr. PARKINSON. May I ask—I'm not quite sure what you mean. Are you talking about the special educational procedures for the student or the training of the teachers?

Chairman PERKINS. The training of the teachers and the training of the disadvantaged.

Dr. PARKINSON. You have to do both. In the first place, the selection of teachers and the training of them after you get them is the most difficult problem that we have.

The reason is this: These kids, the public schools have already failed or you wouldn't have the problem in the first place.

Chairman PERKINS. Yes.

Dr. PARKINSON. If you are training people for jobs, the first thing you have to do is hire teachers who can do that job themselves, so you have a choice of taking skilled workers and making teachers out of them or taking teachers and trying to make skilled workers out of them, and this you can't do, Mr. Chairman.

So in our skilled areas, we take a person with 3 years' training, and equate him on the pay scale with a grade weight from a bachelor's degree, and we give 10 credits, of inservice training, to work them into the teacher skills they have to have. Then we require a continued training from then on until they reach a master's level, or are 55 years old, as long as they are in the school, so this training of teachers—

Chairman PERKINS. Excuse me. One concluding question.

As you know, the Job Corps by and large has a lot of juvenile offenders and a lot of functionally illiterate youngsters, with all of the characteristics that you have described, and I am asking you whether in your judgment we should continue the operation of Job Corps in order to obtain the necessary information that I feel we are obtaining—and you may disagree—for a few years at least, and with the know-how that we are accomplishing, and pass it along to other educational institutions in America, elementary, secondary, vocational, and perhaps to industry?

It has been my view that at this stage of the game, that Job Corps and our vocational schools complement each other. Do you agree with that line of reasoning?

Dr. PARKINSON. In a sense, yes. I am going to talk out of both sides of my mouth.

Chairman PERKINS. All right.

Dr. PARKINSON. I haven't been running a Job Corps camp. I speak as an outsider. Many of the people they have hired to run this are amateurs, and this is a highly skilled operation.

Chairman PERKINS. I agree with you.

Dr. PARKINSON. Second, financially, and this is part of the nature of the beast, they have spent more money than I think you have to spend to attain the object. In Wisconsin I understand they spent between \$12,000 and \$17,000 a year for equivalent full-time students—

Chairman PERKINS. That is the first year of operation?

Dr. PARKINSON. That's right, and they have improved that. I will tell you where I think the Job Corps has a real virtue, and this is this: There are some of these young people who live in the central cores of