

the cities, in disadvantaged, broken homes, or where there is emotional tension, who cannot be properly trained unless they are taken out of that environment, and I think that is the unique virtue of the Job Corps.

Chairman PERKINS. You do not maintain that kind of residential center is no good?

Dr. PARKINSON. Oh, no, we do not. The Job Corps spends, even after they economized and cut it down to \$9,000 or \$10,000 a year, but it may be that in this area where you have to take the kid out of the local environment to make it work, the Job Corps has a unique virtue.

Chairman PERKINS. And this is still cheaper than if you have to put him in an institution?

Dr. PARKINSON. Yes. If a man is on public assistance with two or three kids, you are spending \$4,500 a year on him. If you can teach him to earn \$4,000 a year, you have come out with \$8,500. So I have talked out of both sides of my mouth.

Mr. QUIE. Dr. Parkinson, I welcome you here to the committee. It is nice to see you again. I know it will be of benefit to us to have an individual who is so knowledgeable in operating a vocational school.

One of the controversies we have here, at least between the chairman and myself, is the central issue that vocational education can handle these youngsters who are now going into the Job Corps.

What kind of problem boys and girls go to your continuation school, or what do you call it, "dropout school school"?

Dr. PARKINSON. That is continuation school.

Mr. QUIE. I know you have a high percentage of young people who have been on parole, and in a scrap with the law, and generally in social difficulties that they have been into.

What is your experience with that?

Dr. PARKINSON. As I mentioned to the chairman a while ago, out of 650 students we have at the present time, 500 were on parole this past year.

To give you a thumbnail sketch, if I may take just a moment, these people come in from homes where there has been tension, broken homes.

Second, they have a high hostility. They resent even people trying to help them. They have a low self-evaluation. They think of themselves as dirt. They don't amount to much—they think that.

Third, they lack a literacy competence to get a job in this society. This is the thumbnail sketch of these people.

The thing that we can do, we have various techniques we have developed—group guidance for example, group therapy. This is a regular part of the program. It isn't something special. The literacy education goes along with it. Then we try to reach for a place where we can start training them for a job, but the thing we are not able to do, and which was in some proposed legislation which didn't materialize, the development of residential schools, where you can take them out of their home environment, separate them from that, and you can work with them better.

If they go back home, and the old man is a drunken bum, he says, "What do you need to go to school for? I only went to the third grade, and look at me."