

Mr. QUIE. What percentage of your students in the continuation school has less than a six-grade equivalency?

Dr. PARKINSON. I am sorry. I can't give you that percentage, because we have two groups there, you see. We have in the continuation school quite a lot of them below that level, but in our economic opportunity programs, which are not in the continuation school; they are separate; these are older people, beyond the age of 18, you have a much higher percent of functionally illiterates.

Many of them are migrants who have come into the community from various places, but the percentage is higher. Most of the drop-outs dropped out of the public and parochial schools in the Milwaukee area, and they can usually read and comprehend around the third- or fourth-grade level, and their problems are not necessarily illiteracy, but emotional or sociological, and other types.

You are talking about a complex problem, and I am sorry I am evasive, but as Churchill's son said in the House of Commons, "I intended to be that way."

You mentioned you have a conference between the student and the family.

Dr. PARKINSON. That's right.

Mr. QUIE. To what extent do you work with the family up to that time?

Dr. PARKINSON. All the time. This is a very important part of our work.

Mr. QUIE. How do you do it?

Dr. PARKINSON. First, the teacher has contact with the family, and then we have guidance people in our school who become—I almost said acceptable to the family, and that is what it amounts to—who knows the family, and the mother and father can feel, when asked, that they can come in and discuss the problems with them.

But please remember this. At least one parent, both if possible, and the student must apply to come to our school. You can't be sentenced to this school. You understand that.

At the end of the time, we expect the student and the family to participate in the decisions for that kid, and this, I think, is very important. At least they all understand it.

Mrs. GREEN. Would you yield for a couple of questions?

Mr. QUIE. Yes.

Mrs. GREEN. Are you discussing residential schools here?

Dr. PARKINSON. No. We did discuss residential schools a little bit before, and their relationship to the Job Corps camps.

Mr. QUIE. To what extent do you use people from the welfare department and build on what they are doing with the family?

Dr. PARKINSON. We establish very close contact with them. Of course, you have a problem there. You have three or four welfare people working on the same family, and this creates complications sometimes, but we have a very close relationship to the welfare department and to the children's court, which is involved here, and we are part of the pattern.

Mr. QUIE. If you had a residential school, do you think you would utilize it for the 35 percent who don't seem to assimilate your program and drop out, or are there additional people in the Milwaukee area who would utilize it—I mean, additional people in the area who commute to the day school?