

Dr. PARKINSON. No. I think the question which needs to be decided in the case of a candidate for a residential school is this: Will he profit from being taken out of his home environment and being put into the environment of a residential school. And whether his residence is in Milwaukee, or Chicago or someplace else, I think is not germane to the problem.

Mr. GOODELL. You see no problem?

Dr. PARKINSON. There are going to be problems, but I do not think that is one of them.

Mr. GOODELL. I say, Mr. Parkinson, that I agree with this. I agree with the concept of residential facilities for those in need of a change of environment in order to respond to education and training, and I also say that your testimony has been a pretty strong contradiction of the frequent testimony we have had before this committee indicating that vocational education is not doing anything but taking the cream of the crop.

It would appear to me that with your open enrollment policy it would be obvious that with the kind of youngster you are talking about, you are taking far from the cream of the crop in those areas.

Do you see any advantage of having an integrated facility in terms of the level of training being offered by that institution?

Dr. PARKINSON. Yes.

Let me give a specific example: For example, we have high school graduates who come in the institute of technology. That is also an open admission school. They cannot carry the level of work so we suggest a transfer to the adult school, where they can follow a parallel program at a lower level, and a larger percent of them really do transfer, they do complete, they do get jobs and they go ahead. So you provide them with a level of instruction which is within their ability to achieve.

Mr. GOODELL. In other words, you have a fluidity here where they can move from one level to another depending upon the results of the scores, and so forth?

Dr. PARKINSON. Yes.

Incidentally, the mother will tell the neighbor, "My son is going to MIT," even though he has changed the program. It is a status thing, and it has its value, I think.

Mr. GOODELL. You have the exact antithesis of the track system in your school, such as the A level throughout which the students are confined in their school career.

Dr. PARKINSON. You can't kid the student. You can't put him in a program that he cannot accomplish. He has already failed at that, and you must not kid the employer. If you tell him the student is able to do thus-and-so, and he can't, then you can't continue to sell your students.

Mr. GOODELL. What sort of ties do you have in the business-labor community in the Milwaukee area in terms of placement in your schools?

Dr. PARKINSON. We have three kinds. First, our board consists of two members of organized labor, two members of the management, and the superintendent of schools. That constitutes the board.

So there is a tie-in there. We have 51 graduate advisory committees which we have one-third management, one-third organized labor, and