

Mr. STEIGER. Thank you for that. I would agree completely. How much of the time now does your student spend on basic educational courses in the continuation school?

Dr. PARKINSON. It depends on the student. In the first place, I am not sure what you mean. When we talk about basic education, we mean literacy education.

Mr. STEIGER. That is what I mean.

Dr. PARKINSON. I don't mean general education, such as history and so on. In the basic education, the amount of the time the school spends may vary from 100 percent down to 35 or 40 percent, depending on the ability and the competence of the student himself. You cannot answer that question defensively.

Mr. STEIGER. For how long a period of time?

Dr. PARKINSON. Until he can read at the sixth grade level or better, and that may be from a few weeks to a year and some people, a few of them, just never quite make it, so we must be realistic about it.

Mr. STEIGER. In the educational courses you offer, do you attempt to relate the educational courses to the prospective job training course that might be available for the student?

Dr. PARKINSON. The answer to your question is "Yes," and we call this preemployment training. This is obviously a part of any program. Second is our exploratory shops and courses which give him a variety of experience which help him make a final adjustment for his training and employment at a later date. We do both.

Mr. STEIGER. I am very grateful for the fact you can come here today. I share, you know, the pride which the State of Wisconsin has in your institution and in the job you personally do.

I think you are representative of the kind of vocational education that we should have more of in this country. I think you lead the way and point toward the kind of system that I think we are going to eventually have to come to, frankly, in the not too distant future if we are going to head off some of the problems that we have.

One other question which you may not wish to comment on: One of the concerns that I have, and let us point to the Job Corps, specifically, is the fact that we create a system outside of the vocational system, which in large measure, it seems to me, denies to vocational education an ability to build its own strength through residential schools as well as delays the development of a comprehensive vocational school system which will reach a far greater number of young people.

Dr. PARKINSON. I am going to comment on that, because some time ago, in a discussion in this city, I was asked the question what would I do if I were vocational director of the camp. What would I do? And I said I would close it, and I meant that for this reason, and that is, that if you can train 10 students in a school like mine, where you can train one student, maybe, in the Job Corps, for the same money, the need is so great in your great metropolitan areas that I think it is foolish to waste the money on the other side.

On the other hand, as I have tried to be fair this morning, I think that the great magic—if there is any magic in the Job Corps—is the fact they cannot take students out of their home environment.

Chairman PERKINS. This is the type of youngster who is not now being reached by anybody.