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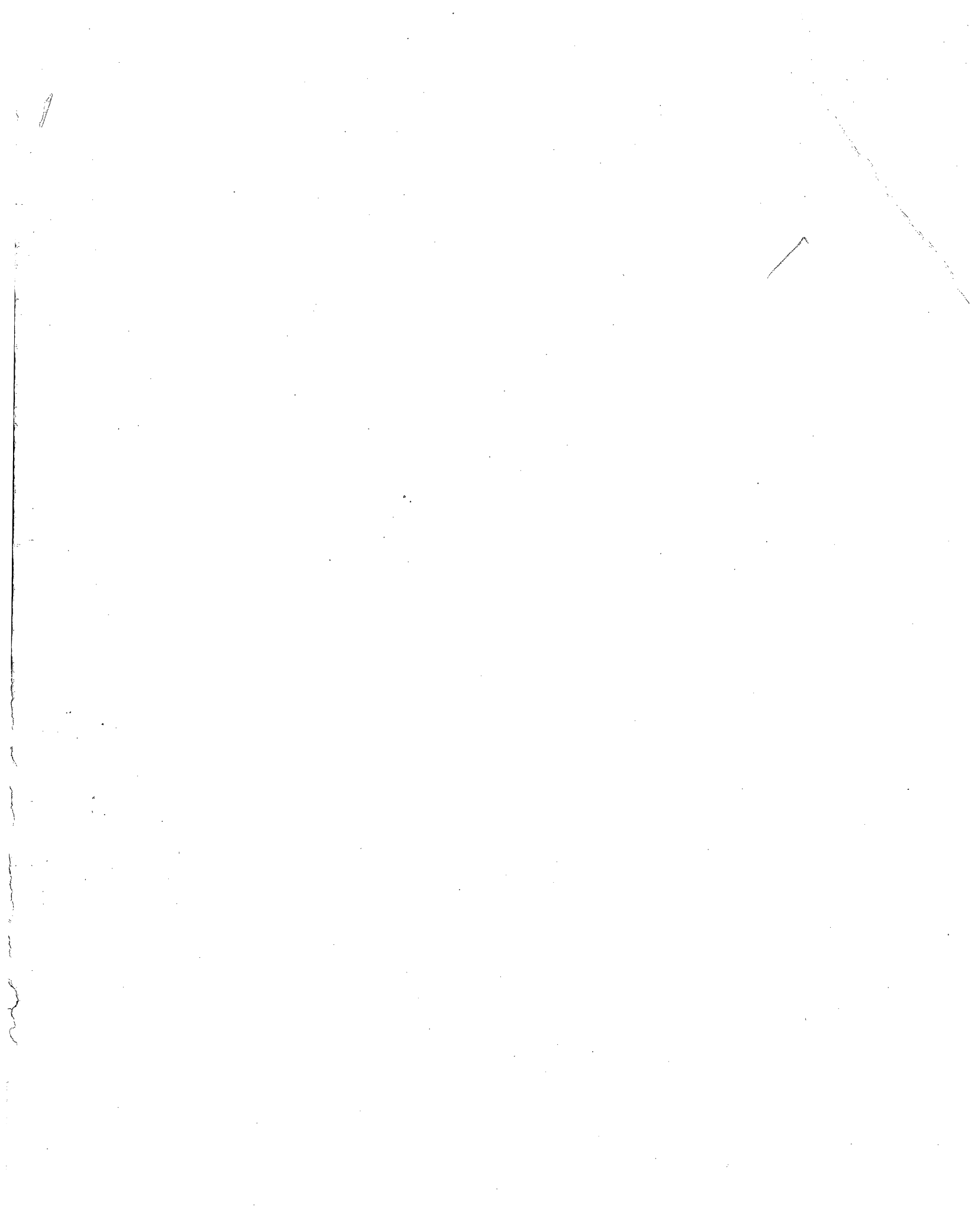
October 6, 1966 • Princeton, New Jersey

*Proceedings of
Governor's Symposium
on Education and
Training for Employment*

*"... to increase cooperation among agencies
involved in employment training in New Jersey"*

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GOVERNOR'S SYMPOSIUM ON EDUCATION AND
TRAINING FOR EMPLOYMENT

PROCEEDINGS

OCTOBER 6, 1966

PRINCETON, NEW JERSEY

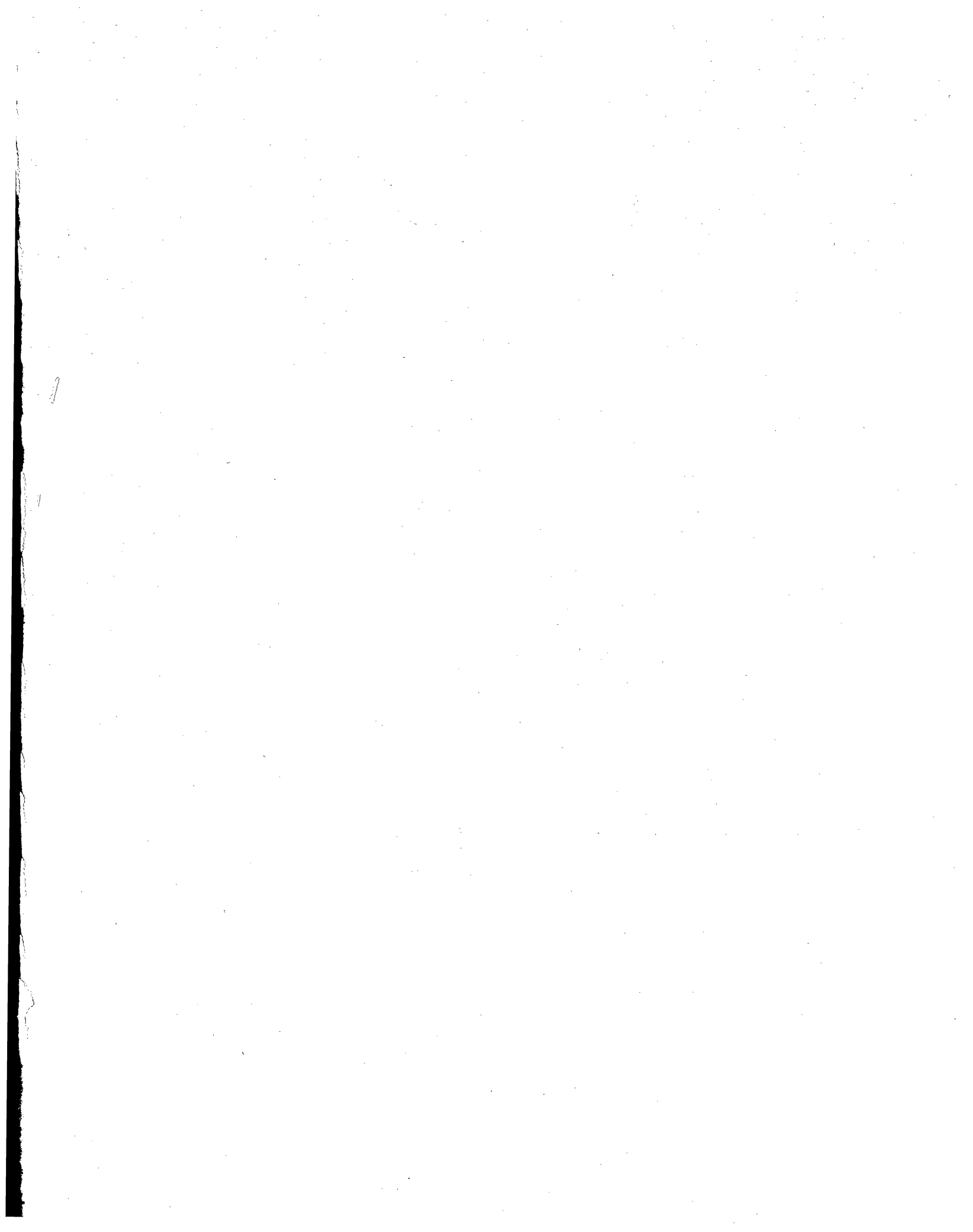


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GOVERNOR RICHARD J. HUGHES

SECTION I – PREFACE



STATE OF NEW JERSEY
OFFICE OF THE GOVERNOR
TRENTON

RICHARD J. HUGHES
GOVERNOR

New Jersey has a proud heritage in preparing its people for useful and rewarding employment. The Public Laws of 1879 included legislation providing for the establishment of industrial schools, thereby placing the State in the ranks of the pioneers in this area of public education. Since then, strong local effort coupled with State and Federal assistance has produced an excellent program of vocational education.

In recent years, New Jersey, like other states, has been challenged to provide adequate opportunities for vocational education and training to match the greatly expanded demands of today's economy. A great many organizations, both public and private, have accepted this challenge with imagination, dedication and purpose. The resulting multiplicity of active and proposed programs now demands our best efforts to achieve cooperation and coordination so that we may realize maximum benefits for the time, effort and moneys expended.

It is for this reason that I called the Invitational Symposium On Education and Training For Employment. This Symposium, held at Princeton on October 6, 1966, met every expectation for a practical initial step toward our objective.

A handwritten signature in black ink, appearing to read "Richard J. Hughes".

RICHARD J. HUGHES
GOVERNOR OF NEW JERSEY

January, 1967

INTRODUCTION

On October 6, 1966, seventy-four representatives of public and private agencies participated in the Governor's Invitational Symposium On Education and Training For Employment held at the Princeton Inn, Princeton, New Jersey. Those attending represented a broad sampling of the state agencies, public and private schools, labor organizations, civil rights groups and business organizations sharing the current efforts on occupational education and training.

Since its establishment by the State Department of Education in June 1965, the New Jersey Advisory Council On Vocational Education had become increasingly aware that many organizations other than the Division of Vocational Education had important responsibilities for occupational training programs. When augmented by governmental and private sources of funds for such programs, the list of interested and responsible organizations was truly long and varied.

The multiplicity of programs and organizations involved assumed considerable importance when viewed from the standpoint of the requisite of effective planning comprehending the needs of the people, the needs of employers and the capability of all available educational establishments to help satisfy those needs. The Council brought this matter to the attention of Governor Richard J. Hughes, with the result that fourteen interested organizations were asked to supply the membership of a Planning Committee to arrange and conduct a Governor's Invitational Symposium on Education and Training for Employment.

In its deliberations, the Planning Committee concluded that the Symposium should be productive of information and suggestions from as many of the people involved in occupational training as possible, while at the same time being within reasonable and manageable bounds as to time required and numbers of participants. It was decided that, while two or even more days could be devoted in a productive manner to the problems on hand, this initial effort should be restricted to one day. The number of participants was limited to 77 (actually 74 attended) to obtain true involvement of the greatest number under workshop conditions. The committee, although realizing that this arrangement would bar many important and knowledgeable people, felt it had no reasonable alternative.

The Symposium was structured in such a way that in the course of the day's activities there were panel discussions, presentations, and group interchanges. This permitted the review and evaluation of useful information on the variety and scope of present and planned programs, the identification of realistic

goals and the proposal of preliminary steps leading toward continuing cooperation and coordination in vocational education activities. Following opening remarks by the Planning Committee chairman and the Symposium chairman, appropriate objectives relative to education and training for employment were identified by a panel of knowledgeable people representing a cross-section of the organizations involved. This was followed by group discussions to identify, in order: (1) the obstacles to achieving appropriate objectives and (2) useful suggestions for overcoming the obstacles. For this activity, the participants were divided into seven discussion groups and each discussion group reported its findings to the total assembly.

Following the group reports, the panel previously mentioned reconvened to provide summary reactions to the discussions and the suggestions developed throughout the day. These reactions were augmented by summary remarks by the panel moderator and the Symposium chairman.

The Planning Committee, in acknowledging congratulations on the success of this Symposium, has recognized the highly important contribution made by the participants. The knowledge and talents of these wonderful people were given freely and effectively. Of special import were the contributions made by Raymond F. Male, Commissioner of the State Department of Labor and Industry; John C. Bullitt, Director of the State Office of Economic Opportunity; and Dr. Joseph E. Clayton, Acting Commissioner of the State Department of Education. We also acknowledge the essential supporting services provided by Dr. Bernard A. Kaplan, Director of Professional Services, Division of Vocational Education, State Department of Education, and Dr. Theodore J. Cote, Temple University, formerly of the Division of Vocational Education, State Department of Education. To this must be added a recognition of the exceedingly fine help and cooperation received from the panelists, the group leaders, the group recorders, the administrative aides and, last but not least, the members of the Planning Committee. Acknowledgment also is made of the financial help provided by the Vocational Division of the State Department of Education.

In closing this introductory report, the Planning Committee wishes to express its appreciation to Governor Hughes for his great interest in and aid to the Symposium and to Vocational Education generally.

J. W. Helmstaedter
Planning Committee Chairman
Robert M. Worthington
Symposium Chairman

SECTION II – SUMMARY OF CONCLUSIONS

OBJECTIVES OF VOCATIONAL EDUCATION AND TRAINING

(As presented by the panelists)

To provide quality education and training for all people.

To provide people with saleable skills.

To improve collection and utilization of data on unemployment and job openings.

To provide realistic occupational education in all secondary schools.

To use all public and private schools more effectively.

To expand existing and develop new school facilities as needed.

To increase the use of research for improvement of education programs.

To accomplish coordination of training programs between public and private agencies.

To improve the image of occupational education.

To develop close cooperation between education, industry and labor.

OBSTACLES TO ACHIEVING OBJECTIVES

(As identified by participants)

A lack of adequate current information on employment needs and trends.

Over-emphasis of academic preparation to the possible detriment of vocational education and training.

Poor development of communication among and within public and private agencies concerned with vocational education.

Insufficient funds for effective and comprehensive education and training for employment.

Lack of public understanding and acceptance of the role of vocational education and training.

Inadequate facilities, including land, buildings and equipment, for education and training of high quality.

Lack of public recognition of the worth of blue collar workers and of the dignity, satisfaction and rewards attributable to "working with the hands".

Private industry's reluctance or inability to provide information regarding projected manpower needs.

A shortage of qualified teaching personnel.

A lack of a systematic program of vocational guidance and exploratory vocational experiences starting in the primary grades.

Absence of a continuous evaluation of training programs for quality and applicability.

Failure to provide coordinated educational, health and social services to improve over-all employability.

RECOMMENDATIONS

(As proposed by participants)

Vocational orientation should begin early in each child's formal school years.

Vocational education and training for employment should be a vital part of every person's education.

Vocational education and training programs must be further expanded in size and variety for the underemployed and the unemployed.

Funds for vocational education and training for employment must be increased.

A system of master and concerted planning for the development of a total program of vocational-technical-occupational education should be developed immediately.

Facilities must be provided in every community in New Jersey so that no person, young or old, is deprived of the opportunity to develop or improve his saleable skills.

More effective, continuous and "in depth" cooperation between industry, labor, and educational institutions must be developed.

Research and experimentation should be the basis for program development and expansion and should be furthered.

A massive public information effort is needed which would incorporate image building for the world of work.

Basic education as an integral part of vocational training programs for adults should be provided as needed.

Improve data collection and use.

Improve preparation of teachers for vocational education.

OBSERVATIONS OF THE PLANNING COMMITTEE

- I There is need for long-range planning:
 - A. This could be done by an existing agency but it might best be accomplished by a special council of interested agencies and organizations. This council should be established by the Governor.
 - B. The long-range plan should be disseminated widely to serve as a guideline to all agencies and organizations providing or planning education and training for employment.
 - C. Periodically, the long-range plan should be reviewed, evaluated and revised, if necessary.

- II There is need for special action to accumulate, analyze and disseminate useful information on the needs of the people, the needs of employers and current educational and training programs.
 - A. This information should be made available not only to the long-range planning committee, but to all interested agencies and organizations.

- III There is need for special efforts to improve the image of vocational and technical education.

SECTION III - DISCUSSIONS AND REPORTS

OPENING REMARKS BY PANEL MODERATOR

RAYMOND MALE, Commissioner
Department of Labor and Industry

The basic preparation for jobs for the kind of economy we have is still a first priority and must be a first priority for our attention. Unfortunately, Princeton may not be typical of all New Jersey in this regard, but I must say as a father of four, as a citizen and former public official of this town, I have always cried a bit internally and screamed a bit externally at the fact that those of us who sought to work, to contribute, to earn a living, to produce with our hands rather than just with our tongues, have always been viewed in this town as somehow a form of second class citizen, and I am not talking about questions of race, religion, color or any of the well-publicized handicaps. I am talking about all of our citizens in all of this town and in too many of the rest of the towns in New Jersey regarding those who are seeking legitimately and importantly to do the things we could here label vocational education and to prepare through that route for the important things that need doing in this State. Too often we have looked down our noses at them. We have not prepared the people for things that need doing and we have not compensated them often enough for the efforts that they have made.

This morning, in introducing this panel, I would say we have a golden opportunity here to spend a day in this pretty town to use the hand-picked, invited brains and wills and interests and concerns of this family, representing as it does, labor, industry, civil rights, those who are concerned with economic opportunity, and many public agencies at all levels of government that are concerned with education and preparation for

work. I think we can boil it all down by taking our clue from the Governor's letter which says "this can be accomplished if those involved in the program understand the problems of the others". Basically, what the panel will be starting this morning, what all of us will be doing, it seems to me, will be the simple but probably the toughest thing in the world for all of us to do — to let the left hand know what the right hand is doing while simultaneously we submerge some of our instinctive, distinctive and terribly oppressive instincts for developing, through our various bureaucratic interests whether they be in or out of Government, the kind of feeling that any one of us may have a handle or leg up on the solution to these problems. I welcome, and I have said this many times, the fact that under Bob Worthington's leadership, for example, we have built the kind of partnership, or at least the bridge to partnership, between what had often been separate tasks of a Labor Department and its interests, and an Education Department and its interests. We have too many separate tasks still scattered throughout New Jersey and, indeed, throughout the country in which there are many good and qualified and dedicated people with strong ideas in what needs to be done. Many of those ideas are going to be very forcefully presented here this morning. I shall be listening for some stirring and constructive suggestions that will be made by the panel and I hope by afternoon we will have not done a day's work here but really an unfinished decade's or a half century's work for helping New Jersey catch up in this important regard. With no further comment from me but merely to repeat the idea that I hope we will all put aside special interests hats, bureaucratic hats, personal interests or past glories, mistakes, opportunities, omissions, and commissions and take a new look at this challenge, let me now present the panel.

DISCUSSION OF OBJECTIVES BY PANELISTS

DR. JOSEPH E. CLAYTON, Acting Commissioner
State Department of Education

A variety of patterns of organizations for vocational education is being provided in New Jersey through its comprehensive high schools, specialized vocational-technical high schools, skill centers, post-high school technical institutes, community colleges, private trade and technical schools, and private business and correspondence schools.

Enrollments in vocational and technical programs have tripled since 1962 for secondary and post-secondary youth and adults. More than 4,000 New Jersey companies are providing vocational training stations for over 130 different job classification for high school students. Today, there are nearly 400 cooperative vocational education programs and by 1968, an additional 100 are anticipated.

Under the Manpower Development and Training Act, the Department of Education supervises the operation of six multi-occupational skills centers to train or retrain out-of-school youth and adults.

New and innovative approaches to vocational education are being introduced in our high schools and county vocational schools through pilot projects. This year, over 15,000 students who were not enrolled in vocational education two years ago are

receiving education and training for employment in 351 pilot projects.

A new Center for Occupational Education at Jersey City State College has been established. This center will provide badly needed teachers and other instructional personnel. Other programs to prepare teachers in distributive education and degree programs through the doctorate in vocational education have been established.

Education's objectives are seen as these:

1. To provide for each individual, in school or out of school, an opportunity to become a productive member of society through the acquisition of marketable skills.
2. To utilize existing facilities more efficiently, expand existing facilities, and develop new facilities.
3. To modify, improve, and expand present programs and develop new programs.
4. To improve present training and preparatory programs and develop new programs of preparation for teachers at the graduate and undergraduate level.
5. To utilize research findings as the basis for improvement of existing patterns and development of new patterns of vocational education.

ARTHUR J. LYNCH, Superintendent
Division of Employment Security

The Employment Service has as its primary objective job placement: matching workers and jobs. The advice of big and small employers and that of labor unions is sought in the development of training proposals to fully utilize manpower and to make a job-seeker acceptable to employers in the absence of actual work experience. The objective is to provide education and occupational training opportunities to enhance a person's employability.

The Employment Service has the responsibility for insuring a sufficient supply of labor market information for use of public and private agencies and interested citizens.

The Employment Service participates in the support and planning of economic and educational programs sponsored by public and private agencies, associations and unions.

The State Employment Service initiates, prepares, develops, provides guidance for and administers training projects under the auspices of the Manpower Development and Training Act, Public Works and Economic Development Act, Economic Opportunity Act, and other related manpower programs. The role of on-the-job training under MDTA has been expanded to afford New Jersey one of the best and most flexible programs in the nation. Since the program's inception in New Jersey in 1962 approval has been received for 15,000 trainees. It is anticipated that over 20,000 will receive training in the next two years.

The Employment Service is also responsible for recruitment, screening, selecting and referral of young men to Job Corps Training Centers, and has sent 2,600 from the State to camps throughout the nation.

A new Plan has been recently developed and approved by the U. S. Department of Labor which "provides for program linkages, cross-funding and increased inter-agency cooperation to benefit the disadvantaged and unemployed worker". This Plan was developed through the cooperation of state, county, municipal and community agencies involved in manpower supply and development.

HERBERT G. STOLZER, Vice President
Johnson and Johnson Company

Business and industry in New Jersey recognizes the great need to be a full-time partner in solving the problems and expanding educational opportunities related to jobs and employment within the State. It has a prime responsibility for fulfilling the continuing need for highly skilled, able employees.

Many companies are doing a great deal. Training by large firms for individual jobs and for the needs of particular firms has been provided. Major industries have become actively involved in the programs of vocational schools and in apprentice training programs (oriented primarily towards skilled and craft trades).

However, a strong feeling is beginning to develop within business and industry that more has to be done and that business and industry has to do more to help solve the attendant problems. What has been done so far is insufficient, being oriented to the large firms of the State, to the specific job skills within a particular company, and to the needs within the technically skilled or trade areas.

Business and industry can help a great deal more by making known their needs for skills and employees, today and especially in the next few years. Secondly, company facilities for training and for education can be made available to local edu-

cation departments. Thirdly, industry should assume more responsibility for helping to improve the quality of the vocational guidance provided in the local schools. Fourthly, industry should provide assistance to educational and training agencies by making available industry's forecasting and planning ability in helping with long-range, broad analyses of vocational training requirements and their implications for training programs. Lastly, business and industry has a responsibility for providing instructors for the many specialized occupational subject areas involved in skill training programs. This is especially important in keeping up-to-date with latest developments in a particular field.

JAMES A. PAWLEY, Executive Director
Urban League of Essex County

Generally speaking, the total leadership of the current civil rights movement has a basic concern for this problem, regardless of differences in approach. Civil rights organizations and agencies have as their ultimate goal the achieving of equal opportunity in employment and the status of first class citizenship for all persons in our country, regardless of age, color, sex, or religion. Civil rights leaders are generally agreed that if these goals are to be achieved, education will play a prominent role. Whether the group be activist, conservative, or conventional, the organization will generally apply much of its efforts towards obtaining equality of education and equal opportunity for training in order that non-white residents might develop their skills to the highest potential.

The Urban League of Essex County, for example, has interviewed and referred to employers an average of 5,000 persons annually. In the last three years, over 1,000 persons have been placed in gainful employment. However, there is a sizable number (more than 3,500 persons per year) that the Essex County League has been unable to assist in finding satisfactory employment.

Major problems in assisting the latter group are these:

- (1) lack of skills by the job applicant,
- (2) the applicant's failure to pass pre-employment tests, and
- (3) restrictive practices by some labor unions with respect to apprenticeship training programs.

Civil Rights groups have taken advantage of training programs sponsored through various government agencies, such as the Office of Economic Opportunity, the Department of Labor, and the Department of Health, Education and Welfare. They have also participated in locally sponsored service or training programs. They have appointed fact-finding committees and committees on education and training.

Civil Rights groups urge that business and industry become more involved in training activities, that school programs and industrial needs be better integrated and coordinated, and that school integration reducing the concentration of Negro children in ghetto schools be promoted in obtaining quality education for all.

CONSTANTINE SEDARES, Assistant Director
New Jersey Office of Economic Opportunity

We need to develop a sense of urgency toward improving the manpower development effort in the State, particularly as it affects disadvantaged groups. We need to have a redirection of resources towards meeting the problems of the disadvantaged which will concurrently help to meet the personnel needs of employers and aid the total occupational training effort in the

State. We need to redirect our resources and our thinking while we assume new perspectives and new approaches that are more susceptible to dealing with problems that have not been solved by traditional approaches.

If opportunity rather than an expansion of services is regarded as the main thrust of the Economic Opportunity Act, two areas are most significant: education and employment. In terms of helping people develop self-sufficiency and develop economic stability, those two areas are the key. The variety of services — day care centers, health services, legal aid — are of course important, but the main thrust should be to develop the self-sufficiency of the individual so that he or she can purchase these services through their own resources.

These two inseparable and inter-related problems have been addressed by the Economic Opportunity Act. Title I-B created the Neighborhood Youth Corps, designed to provide work experience for youth, 16 through 21. Title V programs are designed to provide work experience for unemployed heads of households. Title II-B provides for adult basic education, not only to extend general adult basic education programs but to raise the level of employability and training ability of individuals heretofore unable to be trained for worthwhile jobs. The Nelson amendment to the Act provides a program similar to the Neighborhood Youth Corps and to Title V for adults who are not eligible for the latter program.

These programs have worked to varying degrees of effectiveness. They have not met their objectives more effectively largely because the legislation and the administrative regulations pertaining thereto constricted them. Work experience, it has been found, was not enough. Something is needed to be added. The Title V program had somewhat greater flexibility, but it too, in and of itself, could not do the whole job. Occupational training programs that do not address themselves to the problem of preparing the disadvantaged for participation in such programs fail to meet the needs of the disadvantaged.

The MDTA, enacted in 1962, provided an important new resource for occupational training. It too has insufficiently met the occupational training needs of the poor, not because the people who run MDTA did not want to meet these needs, but because legislation and administrative regulations limited what could be done. But even with these limitations, these programs have been able to do a part of the job.

The initial goals of these programs, both MDTA and various titles of the Economic Opportunity Act, were to develop quantitative success, i.e., the number of people served. We now need to look at the *qualitative* aspects of these programs. The MDTA and the E.O.A. people who are conducting these programs have reached an early maturity and are ready to take steps for raising the quality of these programs so that they can better meet the needs of the poor. In New Jersey, we are moving in the right direction. Among the various agencies that have operational responsibilities for aspects of these pieces of legislation, there is a realization that new directions need to be taken and that if significant numbers of educationally and culturally disadvantaged are going to be helped to find intensive occupational training, there has to be an extensive preparatory process. This preparatory process will need to be based not on our prejudices of what ought to be and not designed to getting people to meet the needs of programs, but rather addressed to the needs of the people as they are and secondly, addressing the programs to meet the needs of the people rather than the converse.

While we are moving in the right direction, we have not come fast enough. There is still the problem of defensive institutional prerogatives. We are impeded not only by the problem

of institutional prerogatives, but also by the assumption of idealistic postures on the part of many local groups. We need to set aside both of these impediments to progress, to the extent such is humanly possible, and attempt to work out a cooperative effort, based first of all on being candid with each other. If all of us do this, we have enough experience with the real problems to redirect our total resources and our thinking to meet the needs as they exist today.

ALEXANDER NARUTA, JR., State Supervisor U. S. Bureau of Apprenticeship and Training

The U. S. Bureau of Apprenticeship and Training (B.A.T.) is responsible to labor, management, and industry to provide workers for the work force through the on-the-job training process. The B.A.T. does no training itself; instead, it attempts to get the training done. Together with labor, management, education, and others, this agency promotes, organizes, develops, initiates, and finances training. This agency also provides technical services to others to assist in developing training programs.

The on-the-job training process involves New Jersey's largest classroom; training is done on the work site. Facilities and materials already available are successfully utilized in this process.

MDTA-OJT has been very successful. Better than 90% placement or retention after training has been accomplished with this medium at one-third the cost of other types of training. Congress first allocated under MDTA, in 1962, 5% of all its programs to on-the-job training. In 1967, Congress raised this percentage to 50.

Apprenticeship is still the quickest and most thorough way an individual acquires a true skill, such as a tool and die maker, machinist, carpenter, or electrician. In New Jersey, in the past four years, we have ranked 1, 2 or 3 in apprenticeship activities and accomplishments. While this is significant, there remains a great deal more to accomplish. One of these areas concerns the disadvantaged and the hard core unemployed. The B.A.T., through MDTA and through apprenticeship, has created more job training opportunities through community action groups than any other state in the nation. Through MDTA and OJT prime contracts we have established a complete wing in New Jersey of community action projects and programs. We are working on these programs in Middlesex, Monmouth and Ocean Counties, Atlantic City, Millville, Camden, Englewood, Paterson, Newark and Jersey City. Sixty-five percent of our projected programs for 1967 will be designed to acknowledge again the needs of the hard-core poor and the disadvantaged individual.

The best possible training approach is regarded as a coupling of classroom instruction and on-the-job training. Fifty-eight of our programs for 1967 will represent this type of an approach. It has been vividly demonstrated that today the classroom alone cannot produce the type of work training that is needed. By the same token, a job alone cannot do it. We now can see that too many of our potential workers also need pre-job or preparatory training. The B.A.T., through MDTA on-the-job training, is going to embark on a pre-apprenticeship type of an approach to provide workers with opportunities to enter a formal school apprenticeship.

The Bureau's most serious challenge and most serious activity at this time is in the area of equal employment opportunities in apprenticeships and equal employment opportunities in training. The BAT has put into operation procedures and functions which will make equal employment opportunities a reality. Progress has been made with respect to this problem in New

Jersey for electricians, sheet metal workers, the tool and die industry and, in northern New Jersey, for iron workers.

As for the future, a better means of communications with regard to education and training for employment must be established. What is available in the way of training has to be made better known to employers and to potential employees. There is also a lack of knowledge of what each agency is doing. Information is needed concerning the workers to be trained and the scope or depth of training required.

Recruitment for training is also needed. The dignity, potential and financial rewards of manual labor are tremendous today; the trainman on the Pennsylvania Railroad earns a basic wage of \$9,000 a year and the plumber in the City of New York is going to get \$8.46 an hour. Information about these occupations is not being presented adequately nor are they being promoted optimally.

Comprehensive planning and coordination of all available resources must continue to be improved. Another problem is the acquisition of sufficient staff and facilities by groups involved in training.

No one group or agency can physically, financially, or logically accomplish all the training required by New Jersey industry. The resources and facilities as offered by all groups in the State will have to be utilized both more effectively and more cooperatively.

**CHARLES H. MARCIANTE, Secretary-Treasurer
New Jersey AFL-CIO**

The New Jersey AFL-CIO has worked in close cooperation with the Veterans Hospital in Orange, New Jersey, on training programs or retraining programs for assisting the injured to return to gainful employment.

Many of New Jersey's vocational programs are lacking. The deficiencies are not in the quality of instruction, but rather in classroom facilities and equipment which has failed to keep pace with technological advances.

An intensive study to determine the needs and to make projections on future needs should be undertaken through the auspices of the Division of Vocational Education, Department of Education, in cooperation with the State Department of Labor and Industry, the Office of Economic Opportunity, the business and the industrial community, and organized labor.

Additional funds under the Vocational Education Act to build and equip additional training facilities should be forthcoming.

With adequate facilities, many thousands of New Jersey's future citizens could begin their training while in high school. Training must be intensified to fill those jobs now opening because those persons seeking jobs lack experience or training.

The State's economy will benefit by encouraging out-of-state industry to move to a highly skilled labor market; and our citizens will benefit through wages commensurate with their skills.

GROUP REPORTS ON OBSTACLES

Each Symposium participant was assigned to one of seven discussion groups. Each group had a chairman and a recorder. Following the presentations by the panel on the general topic, "Objectives and Programs", the discussion groups met as part of the morning session to consider and review current factors (obstacles) adversely influencing the effectiveness of programs and the fulfillment of objectives. Each group identified four or more obstacles. These obstacles then were reviewed before the entire assembly by the group chairmen.

The reports from the seven morning discussion groups follow.

GROUP I

- Lack of dignity of work.
- Failure of education to provide needed basic skills so that vocational training can be more effectively accomplished.
- Failure of industry to project their needs.
- Public institutions too academically oriented.

GROUP II

- Lack of appropriate physical facilities.
- Behavior and attitudes of unemployed may hinder their retraining.
- Discrimination in a variety of ways affects training and employment opportunities.
- Early and in-depth guidance are not sufficiently available.
- Traditionalism in goal setting, attitudes, etc. restricts program development.
- Qualified teaching personnel at all levels are lacking.
- Requirement of a high school diploma for entry-level jobs.
- Inadequate communication.
- Inadequate coordination among agencies and data collecting sources.

GROUP III

- The poor image of vocational education and "blue collar" work.
- Insufficient funds.
- Difficulty in keeping and getting adequate facilities.
- Insufficient provision for overcoming adult illiteracy.
- Time-lag in starting new training programs.
- Lack of appropriate vocational guidance.
- Shortage of qualified staff—professional, sub-professional, other.
- Lack of cooperation in getting and using data concerning employment and training.
- Insufficient use of available resources and personnel.
- Lack of accurate, current data.

GROUP IV

- Over-emphasis by educators of the importance of formal academic training.
- Lack of recognition of the blue collar worker, his craft and his community activities in the public media.
- Lack of guidance and vocational activities at an early age.
- Industry does not provide information on projected needs to vocational educators.
- Lack of centralized collection of data from industry for vocational education use.

GROUP V

- Schools are too college oriented.
- Low status of occupational training.
- No agreement on role of schools and the breadth or depth of training they should provide.
- Insufficient money.
- Inability of industry to make long-range manpower projections.
- Schools do not know job requirements.
- Public unawareness of need.

GROUP VI

- Lack of coordination, centralized focus on programs and policies.
- Lack of land or space for vocational training facilities in certain areas.
- Lack of adequate facilities in certain areas.
- Lack of broad programs.
- Quality of some former programs has been wanting.
- Shortage of teaching personnel.
- Prestige communities' failure to provide programs and support.
- Lack of understanding of vocational programs by a great many educators and the public.
- Lack of communications among agencies and interested groups.
- Lack of public support of objectives and programs.

THE SYMPOSIUM

IN ACTION



COMMISSIONER MALE, MODERATOR, DISCUSSES OBJECTIVES FOR PANEL DISCUSSION.

DR. ROBERT WORTHINGTON, THE SYMPOSIUM CHAIRMAN, ADDRESSES THE MORNING SESSION.



THE PARTICIPANTS GATHER ON THE LAWN OF THE PRINCETON INN.

DR. CARL SCHAEFER REPORTS THE CONCLUSIONS OF HIS DISCUSSION GROUP TO THE GENERAL ASSEMBLY.



VIEW OF A GROUP DISCUSSION.



DR. JOSEPH CLAYTON PRESENTS HIS VIEWS AS A PANEL MEMBER.

SYMPOSIUM SPEAKERS REVIEW PLANS FOR THE DAY. L TO R: RAYMOND MALE, DR. JOSEPH CLAYTON, JOHN BULLITT, WILLIAM HELMSTAEDTER, DR. ROBERT WORTHINGTON.



MR. WILLIAM HELMSTAEDTER, THE SYMPOSIUM PLANNING COMMITTEE CHAIRMAN, WELCOMES THE PARTICIPANTS.



GROUP VI REPORT ON OBSTACLES — Continued

Closer coordination between different programs and schools needed.

Lack of research personnel in the vocational-technical education area.

Speed with which surveys on unemployment and placement go out-of-date.

Methods of collecting data on unemployed do not adequately reflect current or future training needs.

Lack of coordination within a region between education, industry, labor, government.

GROUP VII

Traditional patterns inhibit new approaches, solutions.

Costs; lack of funds.

Lack of exposure to occupational education at the secondary level.

The public and our school boards are insufficiently informed.

Poor communications between various agencies and elements of society.

All of us skim everything; difficulty of concentrating and developing *quality* programs.

Divergencies between ascribed educational goals and programs and methods being utilized.

Lack of delineation of goals and communication with students and trainees.

GROUP REPORTS ON RECOMMENDATIONS

Following a luncheon program which included a presentation by Mr. John Bullitt, Director of the State Office of Economic Opportunity, the seven discussion groups reconvened. Attention was directed to possible solutions and recommendations. These were summarized by the group recorders and presented to the entire assembly by the group chairmen.

The reports from the seven afternoon discussion groups follow.

GROUP I

Use of *new media* to reach our population; traditional methods need to be examined.

Re Image: Vocational students should be integrated with students in the regular school program.

Re Image: Greater coordination needed between the vocational schools and the regular schools.

Research: Criteria for the selection of students for vocational schools need to be changed to better serve the hard core poor.

Industrial prerequisites for jobs need to be changed.

Industry should assume a greater role in the preparation of people for employment.

Labor's role in establishing new training programs needs to be strengthened.

GROUP II

Cooperation between agency personnel for inter-agency visitation programs.

Industrial scholarships or other support for technical education (secondary or post-secondary programs).

Effect broad changes in curriculum to meet needs of individual students.

Industrial promotional literature and public seminars on the value of blue collar work.

More coordination between persons and agencies using data concerning needs; better use of available data.

Legislation to facilitate procurement of suitable future building sites for construction of needed facilities.

Establish a technology resources center for the continual updating of teachers of vocational education through seminars and lectures — to unite knowledge and research to benefit teaching.

GROUP III

Encourage *cooperative work experience* programs (where suitable).

Use vigorous recruitment of teaching — staff personnel and a massive scholarship (financial) assistance to attract students to teaching profession in vocational education.

Develop *public information units* to enhance the image of vocational education.

Advisory boards are essential to the development of adequate programs of vocational guidance and should be promoted.

State-matching of Federal funds to develop vocational programs is *urgently* needed on a continuing basis.

Centralized clearing house for collecting and disseminating occupational information (and for projecting trends) should be developed.

GROUP IV

In future symposiums, provide more time for "buzz sessions".

The State Department's Vocational Division should employ a highly competent public relations firm to convince the public of the dignity of labor and the importance of vocational education.

All schools should invite blue collar representatives during career days and at other opportunities.

Teachers should be encouraged to accept summer employment in business and blue collar jobs so they may become more familiar with the type of jobs that vocational education represents.

Both industry and our teachers should be informed of vocational education aims through some comprehensive State-wide program.

Teachers and counselors should be more informed about business and industry so that they will be able to create a better image for vocational education in the eyes of students. (A study should be made to determine ways to bring about desired results.)

GROUP V

Legislate regionalization of schools, grades K-12, which would lead to more comprehensive and higher quality secondary level programs.

Expand higher education facilities for preparing teachers.

Develop a long-range program to inform public about "education and training for employment".

Involve industry and labor at local levels in planning, implementation and coordination.

GROUP VI

Stronger influence by a higher central agency needs to be felt by local communities.

Obtain more participation from industry in determining needs so that better planning and programming are possible (create more advisory committees).

Develop effective communication emanating from a higher central agency advising all schools on vocational training needs, trends, plans.

Establish additional programs of vocational teacher education.

Provide additional educational facilities for higher education programs.

Establish an equitable salary structure.

A central agency is needed to accumulate and disseminate information on industry needs.

Promote public awareness that economic benefits and social contributions of blue collar workers now equal, and in some cases, surpass those of white collar workers.

A well planned, continuous program of public relations and publicity is needed.

Educate the public to our vocational needs.

Encourage more active, organized interplay among community groups.

Improve vocational guidance throughout the secondary level.

Establish a central state agency to accumulate information.

Allot sufficient funds to properly disseminate information through state and other offices.

GROUP VII

Develop a series of planned dialogues between employers, educators and the community.

Provide for long range manpower planning by employers and the research community.

A new dimension in *public relations* for education is needed.

The State should match all available federal funds.

More local funds should be forthcoming.

Establish a permanent committee for coordination and action, reporting directly to the Governor.

REACTIONS OF PANELISTS

MR. STOLZER

As the groups reported, each one had, I think, at least one comment relative to industry. Some comments were the same, some were broad, and some were very specific.

The first group recommended that requirements of education be relaxed relative to job opportunities in industry; obviously, every job does not require a high school education. This is true and I think that this is an area that can be, and should be, looked into, together with labor. In terms of the entry jobs in industry and business, certainly many do not require a high school education. However, business and industry have to live within the rules that have been jointly established with labor in terms of seniority and promotion, job advancement and job bidding. This can and should be looked into, but it will require the complete cooperation of labor as well as industry.

Group Two would have industry do more training. Other groups suggested that industry hire teachers in the summer, involve themselves more in local participation, create advisory boards, and provide more labor force projections. I think the key is local involvement — local industry working with local educational units, and with other groups in their communities. There are many examples already established. We have our local United Fund as a pattern for getting industry involvement. A successful United Fund approach in any community has labor representatives, industry representatives, business representatives, as well as the professionals of the United Fund activity itself. One group that Johnson & Johnson has been involved in for a long time, perhaps in a pioneer effort, is called the Hospital Advisory Board. Its purpose is to get local industry involved in the administration and upgrading of hospital services, including such areas as the laundry operation in the hospital, the financial operation of the hospital, etc. It was done through a local advisory board arrangement. Specific teams were asked to go in and review the hospital's operating procedures.

There is no question that industry has to be involved to a much greater extent than it has been in the past. I think it has to be done at the local level and I think that the answer lies in some kind of a local group or board on which industry would be represented.

MR. PAWLEY

One of the major problems that I would like to react to is this matter of educating the public to the problems and needs, both financial and otherwise, of the schools. I think this is a job that needs to be taken on by a very vigorous and very active group, whether it is appointed, elected, or composed some other way. I think that the New Jersey public has to have a better understanding of their obligations and responsibilities for the financing of education and training, and also for the actual policies adopted and put into operation by the various school programs.

I think that whether we do it by hiring a public relations firm, or whether we do it by appointing a committee, it has to be a vigorous program specifically designed to acquaint the New Jersey public about its responsibilities and obligations regarding our educational program, with the objective to win support for financing such operations.

I think the second reaction I have regards establishing a Task Force Commission or Committee or what have you, for the purpose of coordinating gathered information, coordinating

training programs, and disseminating information about these programs. In the city of Newark, for example, there are probably a hundred training programs going on at the present time, both public and private, and yet, I don't know of one single source where you can go and find out what these programs are, what they're doing, at what stage they're operating, or their plan for getting people enrolled at some time in the future. It is one grand confusion in terms of what is going on. I'm not saying that the training isn't good. I'm not saying the training isn't needed. And I'm not saying that the facilities and approaches in Newark that are going on are not desirable. But I am saying that we are not getting our money's worth out of these programs in terms of being able to go directly to any given source and get the kind of information that we can use to help people get into the right kind of programs and to help people get maximum benefits from these training programs.

The only other comment I have to make has to do with integrated, quality education. We say a lot about integrated education and we say a lot about quality education. When we try to put them together and talk about integrated, quality education, the big trouble is that we're not going to get very far. I think we're going to have to do another job of realistically studying this problem. We can get rid of the ghetto schools. We can get rid of the school that is not doing the job of preparing all the people for the kind of employment opportunities that exists in its area. I think it is important for this kind of program to be developed and financially supported within our school system.

None of these three things is easy, and yet I think a solution to the three approaches can go a long way to making our program what we think it ought to be.

MR. BULLITT*

I want to first address myself to the question that I heard mentioned several times concerning information gathering and dissemination and greater participation on the part of employers in the whole process. I think some of you know we had very extensive discussions at one point about a possible Manpower Foundation, as we called it. The Foundation would provide funds to the businesses of New Jersey to do just this, to make surveys and projections, to be sure information would be available to those who were designing and operating employment programs so that those programs could more accurately reflect what those in the best position, namely, the businessmen, saw as their needs over the future, so that this work could complement the work of the employment service. Well, for one reason or another, that never got off the ground. It may be that it would be appropriate to reconsider a consortium of business in the State or perhaps it would be better to consider doing a similar kind of job in industry on an industry basis. The time is ripe to consider this kind of approach.

There is one thing I didn't hear very much of in the discussions in which I was fortunate enough to be present. There was a great deal of talk of better coordination, better information gathering, better relations, the need for more money, the need for more teachers, and the need for more facilities. All of these I believe to be absolutely the case. I did not hear too much about the question of the quality of the training itself, nor about the problem of those who need this training. I think this

* Mr. John C. Bullitt, Director of State Office of Economic Opportunity, replaced Mr. Constantine Sedares on the afternoon panel.

is a critical problem because if we spend ever more and more money, we still are not in a position that seems to me to do the job, technically speaking. More money will certainly go a long way towards doing that. I think that when it comes to those who need training, we are talking, today and in this economy, of poor people. I think we ought to be very clear though about one of the greatest problems in this whole area. I don't know whether any of you saw the other day that there had been a special study conducted over the past year and a half of the rejectees from selective service who were rejected because they failed to pass, not the physical test, but the mental tests — the academic tests — that are given for induction by all the services, Army, Navy, and Marine Corps. This study showed that 18.8 percent of all of those who were screened by the armed services who were white were rejected because they couldn't pass these tests. It also showed that 67.5 percent of all Negroes who were screened were rejected for this reason. Now that wasn't 67.5 percent and 18.8 percent of those who were rejected: that was of all those who were screened. This did not occur because of some difference in the genes, this happened because of a very, very, different educational history that the Negro population of this country has been subjected to as compared to the white population. So when we talk about quality we have got to be very conscious that we are dealing with a special problem, special in the sense that it is new to most educators as well as to most other people in this country today. If we are going to be successful in this effort, which represents a beginning of an interchange with what essentially is another culture, then we have to be very enterprising. I think that one of the things that we have to do when we talk about more teachers is to make a very special effort to see to it that when we do increase the number of teachers and when we turn out more teachers we are very careful to see to it that those teachers are from the entire population, and I mean by that, both Negro teachers and Negroes who can become teachers and those who live in areas where there has been very little economic opportunity. So I would hope that as we progress here these would be considerations that we would keep very close in mind.

MR. LYNCH

In this room there are representatives of labor, industry, government, and education and it's amazing how we persist in misunderstanding each other. We communicate somewhat, but we don't talk the same language. I don't think we know what each other is saying.

There is a centralized source of labor market information. The Department of Labor and Industry has the biggest operation in terms of gathering labor market information that there is in the State. We disseminate reams of information and we mail it to everybody. I don't know if you read it or don't read it, but it's there. In addition to that we send it out on a free distribution basis, not on a request basis.

Concerning a dialogue between departments, I recall being invited to come to Atlantic City about a year ago and talk to school superintendents about labor demands and labor requirements. I couldn't go, but I sent a young man who works for me. He got quite a reaction from the superintendents because he accused them of not sufficiently orienting educational processes to labor demand. They came back to us and said they would like to do this and asked us for advice. Amazingly, we couldn't tell them very much because we then came to realize that in the education field you have to plan ahead for 10 or 15 years, not for next year. And so, the continuation of the dialogue, such as we have had here today, is I think an essential part of all of our efforts.

DR. CLAYTON

I would like to express a personal word of thanks to all the people who are here today because I think you're probably going to be more helpful to our Department than any other group.

I think it's important first to take a minute and look at some of the things we have to do in education. And, when Arthur Lynch said that we have to plan 10 and 15 years ahead, that's true, because it's going to be 10 or 15 years before the young people we are working with are of employment age. As we consider vocational education, we have to think of it as preparing people for the world of work. We are now beginning an experiment, and Robert Worthington has probably mentioned it to you, involving the teachers in the elementary schools. I think that as the teachers work with boys and girls in the elementary schools and begin to let them know a little more about the world of work, some of the problems that we have been talking about here today may be different problems when these same pupils grow to an employable age.

I have to stop and think back to a few years ago when we in the Department recognized that the problems we are talking about here today were going to be problems in the future. We appointed a committee on which many members of this group were represented and that committee made recommendations to the Commissioner and the State Board of Education regarding what should happen in vocational education. Norman Gathany, who is in this group today, was chairman of that committee, and Burr Coe and George Morgenroth served on it as well as several others of our group here. Many of the recommendations of that committee were along the same lines as those we have been talking about; the needs that should be met in vocational education today. As a result of the work of that committee many changes have been made in vocational education, many moves ahead have come about. I think, too, of Warren Davis as I see him and Richard Beck in the audience, and the work they are doing in their high schools in developing vocational programs. I think further of the 350 high schools throughout the state that have pilot projects on vocational education moving at the present time. We have been doing something about the image, and I think we have been trying to get different programs going, as Donald Hoagland is doing over in Monmouth County, where we are drawing more and more pupils into the vocational program all the time. We are experimenting with different methods to get youngsters to enroll in these programs. However, it isn't only the pupils for whom we have to change the image. I think this is where you people in industry can be most helpful. We have to change the image as far as the parents of these children are concerned because many, many times, it's the parent who says, "I don't want Johnny to follow in my footsteps, I want Johnny to go to college." We people in the schools cannot tell our pupils, and you would be the last people who would want us to tell youngsters, what they should do. In a democracy we must give our boys and girls an opportunity to express those ideals and desires that they may have. Nevertheless, it's the parents that many times influence their youngsters and keep them from taking the vocational programs in our school systems.

I think that our vocational programs have been trying to develop a coordination between labor and industry and John Bullitt's O.E.O. programs. We have to work together. For what? For our boys and girls so that we can help them and so that we can help industry. But, our primary purpose is to help our young people so they can develop and live worthwhile lives and as a result become employable and available for work in industry. So we are trying to help all and to work together — to cooperate. We cannot go our separate ways, we must go cooperatively, and there cannot be any friction between these agencies.

I want to pay tribute to the people who are working in all of our vocational programs, and particularly I want to say

something about our vocational guidance people. I have heard a lot here today about vocational guidance. I will be the first to admit that most of our vocational guidance people through the schools of the State have been academically trained, that they have been college people, naturally, and that is their first instinct — the college side; but, we are working through the Vocational Division and through our Curriculum and Instruction Division at getting our vocational guidance people more oriented to the world of work. We are urging them to go out and learn more about our industries. We have had excellent cooperation throughout the State from industries who have invited our guidance people to come in during the summer and learn something of the type of current programs and operations. So I look forward to a greater emphasis by our guidance people regarding the world of work and the different types of vocational programs.

Certainly, we must do more in preparing our vocational teachers. We are starting to do something about it. We are developing an Occupational Teacher Training Center at Jersey City State College. We have also in our Department worked out new programs for the certification of vocational teachers; we have committees that screen people from industry to bring people from the skill area into the teaching field.

As far as money is concerned for vocational education, I want to pay tribute to the Governor and the Legislature because up until three years ago we were not getting any particular State aid for vocational education. In fiscal 1965, we had a million dollars made available, as I said this morning; in fiscal 1966, a million dollars, and for fiscal 1967 we have two million dollars to match federal funds. There will be a bill introduced into the Legislature, probably when it comes back in November, urging two and a half million dollars of State funds to match federal funds for construction. So our legislators and the Governor are conscious of the financial needs at this time. Construction of new vocational facilities is our most urgent need!

I would be the first to say that we ought to use our facilities to the fullest. Facilities should certainly be used to their maximum.

I want to assure this group that the Department of Education is going to take the recommendations and the suggestions that you make here, and through Robert Worthington and his Division, give them careful consideration. We will do what we can to continue the forward progress of vocational education. I can assure you, Ray Male and John Bullitt, and those of you from other agencies and fields, that we are anxious to cooperate and work cooperatively together.

MR. NARUTA

I feel quite encouraged by the comments proffered by these groups today. I can't quarrel with too much that has been discussed and brought to our attention today. Certainly the strengthening of vocational education and the means and methods that were suggested are noteworthy and this is a situation that we should encourage and encourage tremendously.

A significant point that was brought out today concerned the remedial approach we are saddled with now as compared to a long-range perspective. Now, of course, if we don't strengthen the vocational education situation, we are going to keep John Bullitt and the Office of Economic Opportunity working for the State a long time, and I am sure this is something we don't want (with all due respect to you, John). The purpose of OEO, MDTA, and what have you are immediate and the sooner we put them out of business the better the over-all situation is going to be. I think this should be the general and the basic phil-

osophy governing all these particular remedial programs at this time. Every effort should be directed to get away from the remedial situation as the main emphasis surrounding this problem.

I'm glad some of the discussion groups got to on-the-job training. Some groups suggested that industry should play a greater role in training. Actually it should do the training and on-the-job training.

This is a responsibility that industry, labor and management and the State can share in alleviating the remedial situation. An amazing thing is that there is a considerable amount of funds to do just this. In the State of New Jersey, for fiscal 1967, we have five and one quarter million dollars allocated for on-the-job training! We talk about lack of funds; we talk about a lack of facilities; certainly we do lack these items, but by the same token, there are funds that can be utilized in this area, again to alleviate the remedial type of approach. There are significant on-the-job training opportunities that should be explored much more thoroughly, and should be utilized much more thoroughly than in the past. Not that New Jersey hasn't been active in this area. In the past fiscal year, New Jersey industry has utilized on-the-job training even more than the State of New York.

I'm also grateful that the idea of bringing together and coordinating the entire manpower training situation has been so vividly portrayed. I can appreciate Art Lynch's comment about the dissemination of information; I think some of the problem is that we simply don't read all the mail we get; but I am gratified that we have also stressed that this service should be coordinated and should be channeled to maximize the greatest potential of all the people involved.

I'm awfully glad that I was here and I think it was a meaningful day. I would also say this: that this topic, "Education and Training for Employment in New Jersey," is not a one-day Symposium topic. This could easily have been a two-day Symposium. It deserves that much time, it deserves that much attention and more. I'm sure, however, we will go on from here.

MR. MARCIANTE

After listening to many of the other panelists' remarks and those of the discussion groups on the obstacles with which we are faced in training New Jersey's present and future citizens for employment, it appears to me that the opinions expressed are nearly all unanimous as to the causes of inadequacy.

A few of these inadequacies are: coordination and cooperation of all agencies involved in training; the lack of necessary federal funds to do a more effective job; and the need for a greater number of facilities and equipment to train the work force to meet the industrial needs of today, tomorrow and the future. There is also a problem and, undoubtedly, the major problem, of overcoming the adverse public image of vocational education that has been projected over the years.

With regard to the coordination and cooperation of agencies involved in training, the maze of programs has resulted in a grand scale mess which in the future, through dire necessity, will require the closer cooperation of the agencies. In many cases, and this is not only pertinent to New Jersey but throughout the United States as well, there has been an utter waste of public funds in that duplicate and sometimes triplicate type programs are being operated in the same locality, with one course of instruction usually inferior to the other. In order to rectify this situation, it will be necessary for those established agencies, who over many years have attempted to provide programs and facilities for training people but who through lack

of adequate financing were unable to do so, to carry out these objectives as originally intended.

Under our present technological society the need for more highly skilled trainees is imminent. Not only do we need programs for the training of the poor, but for the so-called middle-class, as well. High schools at present, because of inadequate vocational training facilities, are graduating masses of untrained unemployables.

It is unfortunate that this symposium can involve itself for only one day's activities. The problem we are trying to solve cannot possibly be resolved in so short a time, nor can sufficient light be shed upon them to come up with any final solutions. Since New Jersey's problems are the problems of the en-

tire nation, federal action and a study conducted in depth by representatives on the federal level will have to be made. The recommendations of such a study should then be submitted to Congress for enactment as federal legislation so that vocational education training, which has so desperately needed strengthening over many, many years, can further be developed.

In conclusion, I would be remiss if I did not comment on a remark by one of the panelists who stated that some labor unions have restrictive apprenticeship training programs. I am disturbed by these continuous reiterations of complaints. Labor unions in New Jersey have long since adopted practices which fully carry out the proper civil rights philosophy and the civil rights laws.

REACTION OF PANEL MODERATOR

MR. MALE

I shall attempt to summarize the ideas of the panel and of the discussions I heard here today. I have put five points in reverse order of the priority as I consider them to be the most important. First, there is the dollar sign and it relates to the fact that there are many of you who have been saying all day that we need more money or we have plenty, or we must make better use of what we have; that funds are a local responsibility; it could be regionalized; it is a county responsibility; the state ought to do more; the federal government has done, will do, should do more; it is an individual problem, it is labor's problem, it is industry's problem. I feel we ought to make this the least important one of the five for a couple of reasons. One is that we already have a considerable investment in this area and we ought to spend it wisely. The second is that if we do some of the other things that you have suggested and that I shall be mentioning shortly, dollars will be much easier to obtain than in the past. I think that we are sufficiently rich in New Jersey as well as in America that we cannot say that we lack the resources to do what we have to do in the area of vocational preparation. So I shall move on to the somewhat more important number two point.

Some use the word, "dialogue"; others use the word, "communication"; I said, "let the left hand know what the right hand is doing"; others talked about interagency cooperation; some suggested public relations. So everything that I would summarize in the simple word of "talk" would be my second state of priority here. I think you were all saying this pretty clearly all day. Whether out of this Symposium comes the feeling that the talk ought to have some more periodic form (once a year they say is not enough), we want to work towards that in the future. Talk is, and is going to be, important.

I think what I heard a lot of you saying was that we need a plan. To some of you in the meetings and in informal discussions with each other, "plan" meant a kind of master plan, if that is not too scary a word. "Plan" means how do we get to some of these objectives we have agreed on as being important. It also means planning the wise use of the personnel responsible for planning this coordination — planning where we go from here from this Symposium. You can use the word "plan" in many dimensions. I think that even more than dollars, even more than talk (for that's pretty cheap), I think that if we have some agreed-on or nearly agreed-on plan, we will be more than a bit on our way. That plan would include the word *research* which you used very often: research in the methodology, research in the geography, research in the people, and research in all the kinds of things that will make the plan more effective.

Now, I'll move to point number four. This again may be over-simplified, but I got out of all that you were saying, the concept of work. This concept would cover a lot of things. All of you seem to attach importance to work at the local level. It seems you have been saying here that along with the concept of work, there should be a sense of urgency. I would underline that five times. I would say if there is one thing we need in this business, it is a sense of urgency. This is not really the first meeting; it is another meeting, a series of meetings in which concerned people with a sense of purpose and urgency are moving. I would add to that definition of work one other concept which may be an antithesis of our consortium doctrine, i. e., we should avoid two very dangerous pitfalls which are bad enough in government, but which also exist in labor and industry and wherever there may be people. There is the twin pitfall, one part of which says because it is a big job that somebody else

ought to do it (you know, like the Governor, or the Legislature, or the Commissioner of Education, or the State Government, or the Federal Government, or the O.E.O., or the local school board, or industry, or unions). That is one pitfall. Another would be that those of us who feel a sense of urgency and would like to see the job done, may slip over to the other side, which is equally dangerous, and that is to try to get one corner of the world to do it all. Both are dangerous things. I think that we can recognize in the coming weeks, months and years, in New Jersey at least, that there is more of this than all of us can do, if we work night and day, without selfishness, communication problems, bureaucratic rivalries, hidden jealousies and all the rest.

Now for the final point. I think I heard you say, and maybe I have oversimplified this too much, the idea that we are really basically concerned here with the individual. We do indeed have the real problem here: it is the individual person we are talking about, whether that one person is going to wear a blue shirt, a gray, red, or white one, or no shirt at all. I think it is important that we remember that. This is the message that Jim Pawley can take back to his constituents who tell us there have been just too many meetings without the right kind of results. This has led certain people in New Jersey to feel that they cannot get a leg up on the ladder of jobs in the so-called world of work. I think the important thing is to realize that we are not just talking about one person, labelling him as a minority or as disadvantaged.

The one thing that made me angry during today's session was that I kept getting criticized for having earlier used the word, "image", and for having used the word, "disadvantaged". I don't recall using these words and hope I didn't use them for I hate both words. We are trying to serve kids, my kids, your kids, everybody's kids, regardless of neighborhood, color, class, income, whether you call it advantage or disadvantage. As I said earlier to you this morning, some of the richest kids with the most educated parents in the world live nearby and they are the most disadvantaged there are. On top of that they have the whitest skin you will ever see. So it has nothing to do with some of our other well-publicized problems. I say that in this business of concern for the individual we ought to start looking at the individual, as the O.E.O. has taught us to do in Operation Head Start even before school begins. I remember, as mayor of this little town, one of the happiest vocational guidance chores that I was able to fulfill was seeing kindergartners and first-graders come to Borough Hall to see cops and go to firehouses to see firemen and to see what people like politicians, borough clerks and tax collectors do. I did not realize at the time how important that was. Now, a generation later, I find these kids coming through grade 12 and I realize that some of the insights that have been opened to them are attributable, therefore, to that very early level when we let them know that there was more to life than playing a cello in an ivy tower in an ivy clad university. Not that I downgrade these things at all; God knows that we have a shortage of them too and part of America's disadvantage is because of that shortage. I think that we must stick to the concept of the need for the individual in the vocational area, our great interest and concern here today, as well as in all the other areas and we must see it as a concern that begins at birth and never ends. I am concerned with pre-school and early school vocational guidance and the opportunities we are now talking about. Too, I am concerned with the fellow who watches the spinning change of the technological wheel and the fact that New Jersey being a great

and growing and changing state, these wheels spin faster here than in any other. Therefore, adult education and a concern for the senior citizen in his aspiration for vocations is also of great importance.

So in reverse order again, we have the dollars, the talk or communication, the planning and the research, the work, and I hope the concern with individual people.

Certainly the results of this Symposium will carry weight

with the powers that be and the various backgrounds represented on the planning committee will guarantee a nonslanted report. I confess to you, and I apologize for the fact, that I don't have the words to make this meeting seem as important to you as it seems to me and as I think it will seem to future generations of Jerseymen and Americans. I believe this will be just one in a continuing series of sessions out of which this summary can translate words and dreams into reality for an ever increasing effectiveness in vocational preparation for everybody.



CLOSING REMARKS BY SYMPOSIUM CHAIRMAN

DR. ROBERT M. WORTHINGTON
Assistant Commissioner of Education
Division of Vocational Education
New Jersey Department of Education

This meeting today is truly a milestone in the history of the development of education for the world of work in New Jersey. At the outset today, the panel sought to present a concise overview concerning current programs and objectives. It also sought to identify obstacles and ways of providing solutions to those obstacles. It was the intent of the planning committee, a decision made prior to this Symposium, that the planning committee, after the Symposium, would become a follow-up committee. The committee has scheduled a meeting later this month to review the tapes and other notes that have been made in order to begin the preparation of a report. Certainly with this excellent committee representing all agencies and groups involved, we are assured of an objective report that includes the suggestions of everyone.

In closing, I would like to review several major overall points that reinforce what Commissioner Ray Male said. We have reached a consensus on several important issues facing New Jersey in education and training for employment:

1. That coordination and cooperative action is necessary, desirable, and possible.

2. That no one agency, institution or group can do the necessary job alone.

3. That vocational education experiences should begin early in every child's formal school years.

4. That programs must be further expanded and developed for the disadvantaged, the underemployed and the unemployed.

5. That a system of master planning for development of a total program of vocational, technical and occupational education is badly needed.

6. That a much closer cooperation between industry and education must be developed.

7. That research must be the basis for program development.

8. That the needs of people must determine our goals and not the vested interest of any single group or agency.

9. That a massive public information effort is needed, and

10. The concept of education and training for employment should be a vital part of every person's education.

I want to thank all the panel members, the planning committee and all other participants here today. I think all of you have made an important contribution to New Jersey's economy and its people by your interest and by your willingness to come and devote today to this significant effort.

SECTION IV - LUNCHEON PROGRAM

LUNCHEON ADDRESS

JOHN C. BULLITT, Director
New Jersey Office of Economic Opportunity

I have a message from Governor Hughes who regretted very much that he couldn't be here with you at this very important occasion. And if I may, I'll read it directly. (Governor's Statement)

Thus ended the Governor's statement. I have a few remarks which the Chairman has kindly allowed me to add. I would like to report briefly on the progress of the Economic Opportunity Act for those of you who are interested. As you know, it has been delayed for most of the summer by a variety of factors; some of them relevant and some of them irrelevant. In any case, the Senate and the House have now acted on different bills. There will be a conference committee meeting tomorrow between the two bodies, and so we are hopeful that the Act will finally be signed into law some time this month.

One of the first tasks of the Manpower Coordinating Committee, which the Governor referred to in his statement, was to develop a comprehensive State plan for the programming of all Manpower Training resources available to the State. This was submitted in June and perhaps its most significant element, besides the fact that it represented the first state effort to develop a total plan calling on all agencies and all resources, was its recognition of the unmet needs of the disadvantaged citizens of this State. In its instructions for the use of Manpower Development and Training Act resources, the U. S. Labor Department required that 65 percent of all Manpower Act money be used for the disadvantaged. This requirement for a radical redirection of resources was fully reflected in the State Plan approved by the committee. The committee immediately began work on plans to assure that this redirection does in fact occur. And, of course, going on before this and, I believe, reflected in the State Manpower Plan as one of its most important aspects is the very dramatic expansion which has occurred under Robert Worthington's and the State Department of Education leadership with respect to institutional training facilities. From a situation a year and a half ago, where the State's Manpower Act allotment was largely unused and funds were being turned back to other states, New Jersey is now way ahead in the development of programs, with over \$7,000,000 committed for this fiscal year for institutional programs alone and over \$15,000,000 of proposals that could be funded if more money were available. I noticed that in the review of your committee sessions this morning, there were many different suggestions, but common to every one was a statement, "If we only had more money we could do the job", and that is certainly true in this program. It not only points out the need for a larger Manpower Act appropriation and for larger appropriations for other Federal programs, to my mind, it also points out the need for greater State participation in Manpower Training. It also clearly shows how aggressive Dr. Worthington and his staff have been in promoting full use of whatever money there has been available.

"As these programs get off the drawing board and into action, increasing efforts are being made to develop techniques for serving the hard-core poor. This population requires large doses of basic education, which they have failed to get at school, as well as pre-vocational skill training, guidance, counseling, and medical services. Vocational programs have not served the

poor in the past. This is due to a good many reasons; some of them good, some of them bad, many of them having to do with the fact that this is not an easy population to teach, and we don't have much experience as to how to go about it. Institutional programs under Dr. Worthington's leadership are moving to develop these new techniques and to provide these new services.

Another important effort in which the Manpower committee has been engaged is development of a proposal for 22 opportunity centers in the areas of highest concentrations of poverty within the State. These centers would house, under one roof, all of the pre-vocational services needed by the poor. All enrollees under Neighborhood Youth Corps Programs, Title V Work Experience Programs for welfare recipients, and coupled on-the-job training programs, as well as recipients of unemployment insurance, would spend an initial two weeks in these centers receiving needed medical and dental treatment, vocational counseling, and social services, and being evaluated as to their educational and vocational needs. They would then receive sufficient basic education to enable them to participate in pre-vocational programs and after completion of this stage they would be assigned, in the final phases, to appropriate training positions in businesses, in private firms or into institutional training. All of these services except, of course, for this final phase, the institutional or O.J.T. phase, would be provided under one roof. An exception would be that where institutional facilities were nearby, maximum feasible use would be made of the already existing plan. We would hope if we can obtain the funding for these opportunity centers that within the first year 15,000 people would be served by them. Closely connected, I wish to make clear at this point, is the plan that these opportunity centers would house in them not only all of these different services but that the services would be provided by the different agencies that have the responsibility for providing them today, but in a situation where you have a rather scattered availability of these services. They would then have, in other words, stationed in them employment service personnel, vocational education personnel, community action agency personnel, and vocational rehabilitation personnel. Personnel from all of these different governmental agencies that are involved in this total effort would all be together in one place. Thus, there would be a "one-stop" operation.

Closely connected with the opportunity centers would be the adult literacy opportunities program, recommended by the Governor's Task Force on adult literacy opportunities. This program would seek to bring up to eighth grade level 115,000 adult functional illiterates over a three-year period. Fifteen thousand would be the target for the first year, and they would be taught in the opportunity centers. Later, unions, churches, businesses and all other available resources would be called upon to participate in this massive campaign against illiteracy. While the proposed program is ambitious, it is small compared with the need. With an estimated 20 percent of our adult population classified by the State Department of Education as functionally illiterate, this would represent a very modest effort to upgrade the skills needed by our citizens; both so that they can have a better life and so that businesses of New Jersey can find better employees.

Perhaps the most important effort of the committee, however, is its effort to begin planning and coordinating the use

of all available manpower training resources. Too often in the past, the businessman seeking trained workers, and the person, particularly the poor person, seeking training, have been confronted with a bewildering variety of programs with no way of knowing which to choose. Likewise, the poor person seeking training usually cannot find any single program which meets all his needs in a logical progression he can understand. We must see to it that all of these different programs do fit

into a logical and effective pattern. I know that this is one of the principal problems to which this Symposium has been addressing itself and will address itself this afternoon. I am sure that many very important insights into how this overall effort can be improved will come out of this conference. For its part, the Governor's Manpower Committee will see to it that these patterns and these recommendations are translated into action in the neighborhoods where they are needed. Thank you.

MESSAGE FROM THE HON. RICHARD J. HUGHES, GOVERNOR

I want to welcome you to this Symposium on Education and Training for Employment which will deal with a critical problem of the economic and social health of our State. I regret that I cannot be here personally but I have asked John C. Bullitt, Director of the New Jersey Office of Economic Opportunity to convey my thoughts to you.

New Jersey shared fully in the economic prosperity enjoyed by the Nation during the past five years. Despite this and the growing need for skilled workers in virtually every occupation, many New Jersey citizens are still unable to participate in the labor market and thus not share in our great prosperity. The paradox of our times seems to be that in the midst of general affluence, many still live in poverty, many young people coming out of school still do not have the adequate vocational tools needed for the world of work, and many other citizens need retraining because of displacement due to automation and technological change.

The direct and close connection between education and training and unemployment and underemployment, and poverty, is clear. President Johnson addressed himself directly to that recently when he said:

"In a prosperous economy, the root of most problems of unemployment and underemployment lies in *deficiencies of education*. We must repair these deficiencies where we can. We must prevent their recurrence in the next generation."

It was with that thought in mind — to remedy the deficiencies of education — that last October I established a Task Force on Adult Literacy Opportunities whose report and recommendations are now before me.

It was also with that thought in mind that in my Annual Message to the Legislature in January, 1966 I pointed out:

"... Automation, new product development, defense spending variations, technological change, the shift from skilled and semi-skilled jobs to service and distributive occupations — all these require training of the unemployed, retraining of the displaced worker and the older worker, the physically handicapped and the disadvantaged minority group member. The State will have to make new investments in human potential. I believe that *almost everyone can and should be trained*. This is not just a governmental responsibility

but also one for private industry and unions and commerce. The State must continue stepping up its already revamped vocational-technical training efforts in secondary schools and its manpower training programs, contributing as much State money as is necessary to move New Jersey from last among the states in vocational education to one of the first."

The Legislature has already begun to provide State support for the expansion and improvement of vocational education opportunities for the nearly 60 per cent of our in-school youth who are employment bound on leaving high school.

Vocational education in the schools is one of the necessary facets of our manpower development program. Another major facet must concern itself with the general pool of untrained and unskilled people outside the schools — the poor and disadvantaged, the illiterate, the discriminated against and the young and the old who have lost their horizons of hope. It is for these groups that new hope was kindled with the enactment of the Economic Opportunity Act of 1964 and the expanded Manpower Development Training Act. We have been given new bases from which to fashion new tools for our manpower effort.

One of these new tools was the establishment last May, at my direction, of the State Manpower Development Coordinating Committee. I charged this group with the task of developing policies and machinery for more effective utilization of all public and private manpower development resources available to the State, and with reaching out into the community and the vocational and general schools, into government — local, state and Federal, into business, industry and labor, into civil rights and community action groups to bring about the full utilization of New Jersey's manpower resources. And this full manpower utilization serves not only the individual human being, it also serves to fill the personnel and manpower needs of New Jersey business, industry and government which are constantly seeking trained people to man the factories, run the research laboratories, and staff the agencies of government.

I look to the State Manpower Development Coordinating Committee, working with the State Division of Vocational Education, the Office of Economic Opportunity, and the private employers of this State to produce that total involvement of the community which is absolutely necessary for an accelerated and intensified manpower effort which will redound to the benefit of all of us.

SECTION V – PARTICIPANTS

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