A black and white photograph of Senator Hubert H. Humphrey speaking at a microphone. He is wearing a dark suit, a light-colored shirt, and a dark tie. He is gesturing with his hands while speaking. The background is dark and out of focus.

**A MEETING OF THE
NATIONAL AND STATE
ADVISORY COUNCILS
ON VOCATIONAL EDUCATION**

**MAY 4-5-6, 1977
WASHINGTON, D.C.
IN MEMORY OF
SENATOR AND VICE PRESIDENT
HUBERT H. HUMPHREY**



DEDICATION

"The best thing that we have been able to do in the Congress of the United States in the field of education was the support provided for our vocational education endeavors." Those were the words of Senator Hubert H. Humphrey who delivered the keynote address at the joint meeting of the National and State Advisory Councils on Vocational Education May 5, 1977.

Senator Humphrey, always an ardent and forceful supporter of vocational education throughout his long and productive career, typically spent his dynamic and indomitable spirit to rally minds and hearts to the concerns and needs of others. His courage, his optimism, his power, and his compassion that day, in his words to us, obliterated any thought that this Happy Warrior's health was waning.

As we reflect upon that day in May when Senator Humphrey spoke to us, one can almost sense a spirit of a man who will never die.

We, the members and staff of the National and State Advisory Councils on Vocational Education, respectfully dedicate the record of the May 4-6, 1977 proceedings to the memory of United States Senator, Hubert Horatio Humphrey. It is fitting that we close this tribute with Senator Humphrey's own words of challenge to us in the service of others:

"I am not about to let you surrender, and I am not about to quit myself. So, I ask you to get busy and join the fight."

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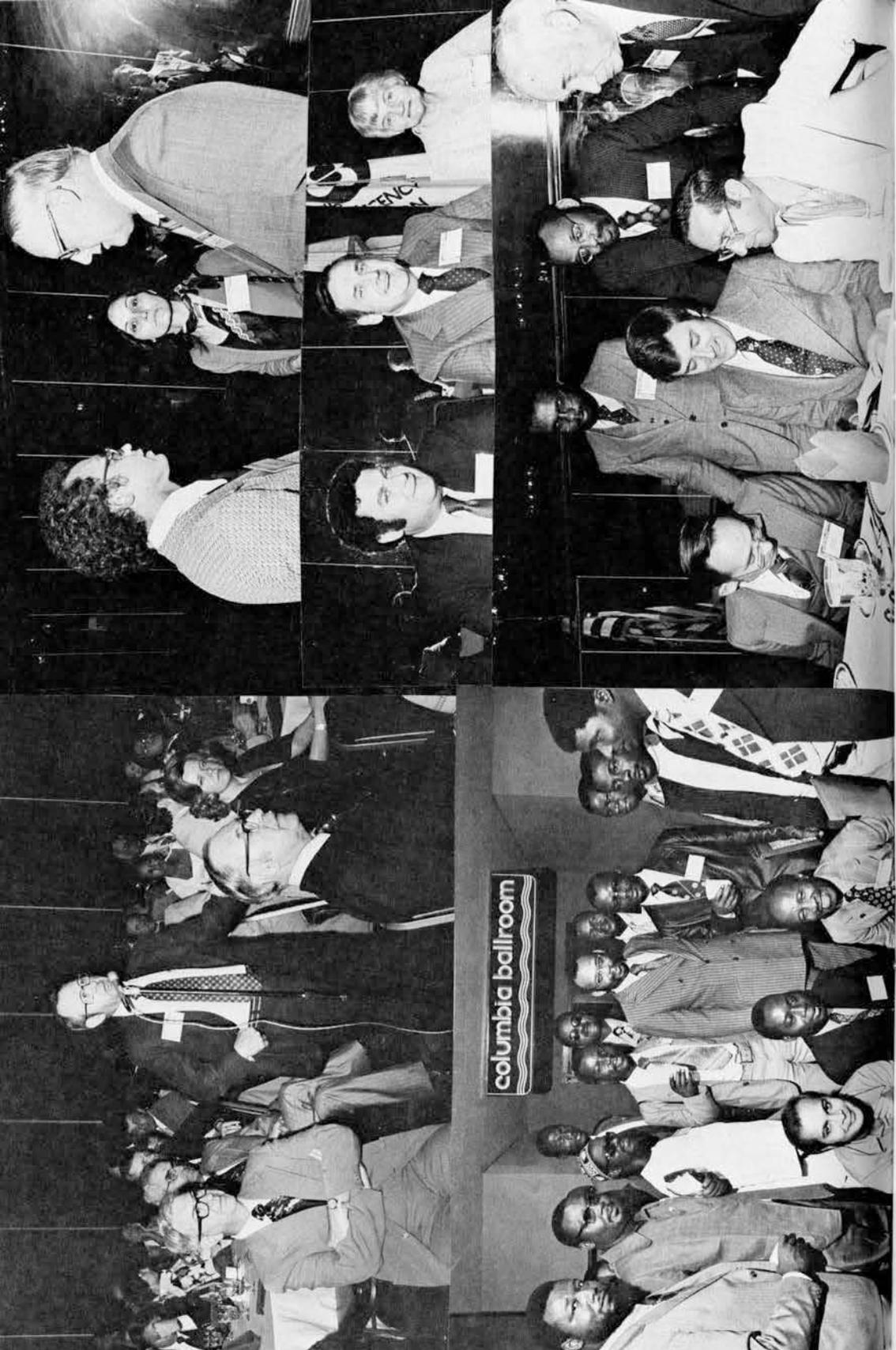
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SPEAKER

VOCATIONAL EDUCATION: ITS IMPORTANCE IN A CHANGING WORLD

Congressman Larry Pressler
Republican: South Dakota

INTRODUCTORY REMARKS BY:

Carroll Krause
Member, South Dakota Advisory Council
on Vocational Education

REMARKS OF CONGRESSMAN LARRY PRESSLER:

Well, thank you very much, Carroll, for that kind introduction, and I apologize for interrupting your meal. Do keep on eating there and finishing up, and feel free to make as much noise as you like. I'll talk loudly enough to overcome it. It's like making an address on the floor of the House. You've got to talk very loud to get anybody's attention:

Let me say very briefly--first of all apologize for disrupting the program a little bit--the House is still in session and I'm kind of wedging this between votes. We're working on the State Department authorization and that's far afield from vocational education. But let me tell you of an experience I had that illustrates a lot of our attitudes towards vocational-technical education.

When I came to Congress I decided to allocate one of my summer internships to a vocational-technical student. The Lyndon Johnson Congressional Intern Program is where you bring a few students to Washington in the summer who work on a Congressional staff and see what's going on. They spend a few months and then go back to school or wherever they're from. The point of the program is to give them some experience--exposure to Washington.

I selected a young man who was an Army veteran for one of the slots--they're primarily designed for college students--but he was in a three-year vocational-technical program and was, I think, twenty-five years old with all of the qualifications. I put the paper work in and was told I couldn't have him because he wasn't a registered college student. This is an example of how students in technical and vocational institutions are frequently given the impression by society that they are not of the quality and that they are not so welcome in government--or other programs--as students who go on to college. We raised the money privately and had him as a vocational intern--as a summer intern. The point is that there is discrimination in our thinking about education. There is an effort to categorize people at a very early age and I include the Congress of the United States in its own practices. I have a resolution which I re-introduced today to try to draw attention to this problem.

On the Education and Labor Committee on which I'm privileged to serve and where I learn something new each day, it has come to our attention in some of our hearings that in the next fifteen years, in terms of job projections, there will be approximately one million college graduates who will be entering the civilian job market and who will not have jobs in the fields in which they were trained. We have a great need, in terms of our federal priorities, in advocating that there be more of a marriage of the trades and the humanities in our educational system.

At the time of the Sputnik era there was a great deal of emphasis for four-year college education, for graduate degrees. The pendulum was very much swung in the direction of giving our priorities, in terms of what we suggested that the states do and, of course, education is still primarily a state and local matter, in the direction of what we might call higher liberal arts education. I hope that these statistics which we have with us will cause us to pause and think of the need for a marriage of the trades and the humanities. In many states that I have visited as a member of the Sub-Committee on Vocational, Elementary and Secondary Education it has come to my attention that we have two tracks of education. If a student opts for post-secondary vocational education she, or he, is giving up the opportunity to take languages, to have a collegiate atmosphere, to take some of the humanities.

Conversely, if a student opts to go the route of the traditional trades, to go to a three-year course in one of the trades, they are specializing as much as the college student who goes to a traditional liberal arts college and is usually giving up the opportunity to take any courses in the trades. If we look realistically at our job demands in the next ten or twenty years, in many instances our technology is replacing more of what has traditionally been white-collar workers than what we might think of as blue-collar workers or as trained workers. And the term blue-collar is not quite broad enough.

But I think if we look at this in a hard fashion we will realize that we have a great need of a marriage for the humanities and the trades and that's where we, on the Education Committee in Congress, should be providing some leadership. My good friend, Carroll, here in introducing me has made a reality of this marriage in the humanities at the University of South Dakota in Springfield. I'm privileged to be speaking there at the graduation this coming Sunday afternoon. But on that campus students and young people and, I might say, people, are interested in continuing education, and that's certainly a portion of education that we've got to think a great deal more about as our technology changes so quickly and as our senior citizens have a need for continuing education.

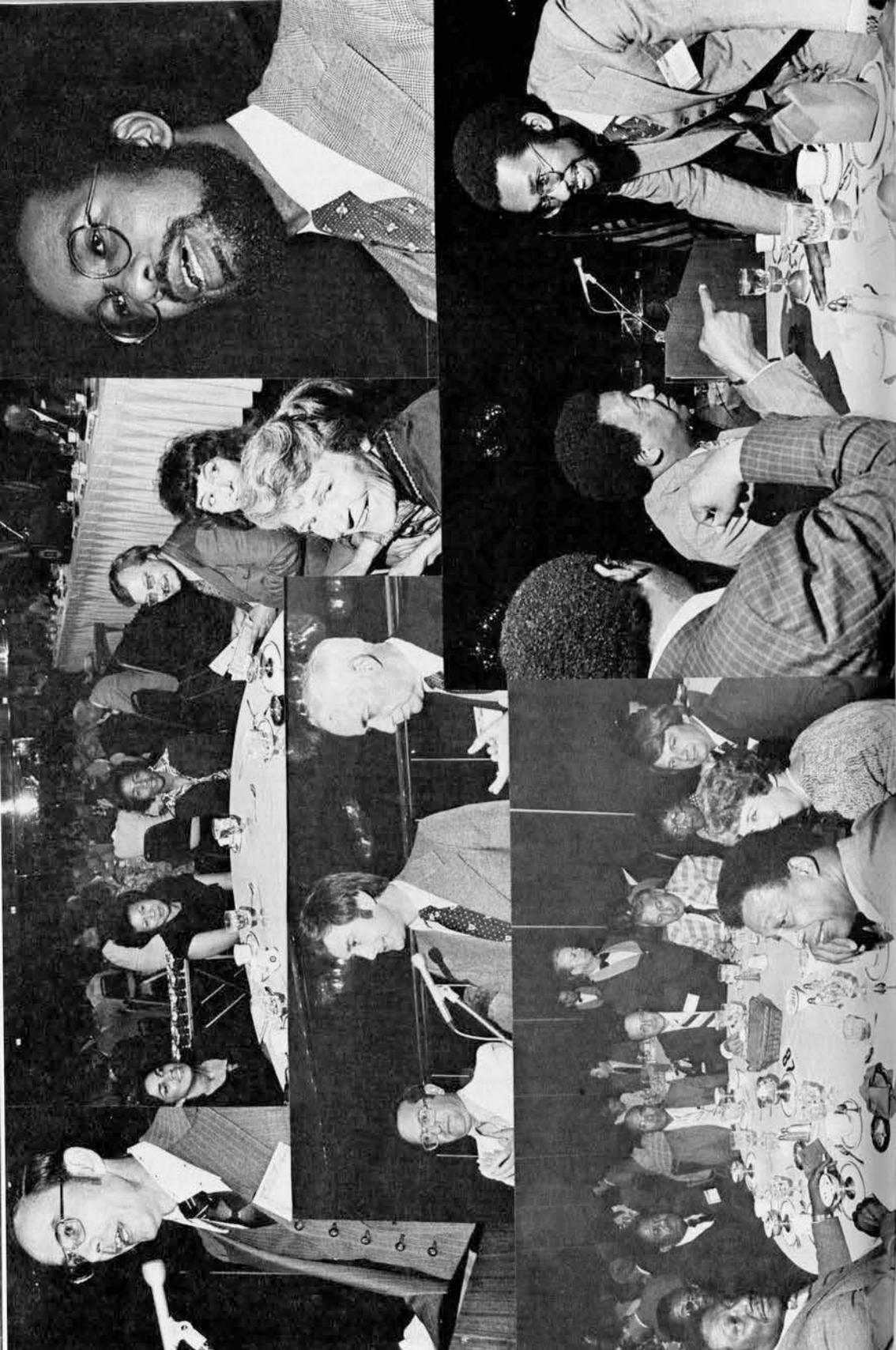
I've looked closely at the curricula at Springfield and it's not duplicated in very many places. There a student can take vocational education or the humanities or a mixture thereof. The two are on the same campus and we don't have the kind of division that we have elsewhere in my state and many states.

Let me say that in addition to my resolution allowing post-secondary vocational students to be summer interns in Congress, which I think is just so obvious that it should be changed without a bill, I have also introduced a resolution that there should be a blending of vocational and technical training with education and liberal arts and the humanities and that we urge that the states follow in this direction.

Of course, the basic decisions and the basic funding have been and still are with the states.

I have a few other comments here this evening but these two pieces of legislation would be what I would be proudest of if we could pass them. Last year I was a co-sponsor of the vocational amendments which we did pass. That was basically a refunding but I do think that we, on the Education Committee, have got to think of a new direction or of some new leadership to move towards giving vocational education its proper recognition in our federal sense of priorities.

With that I congratulate you on your meeting, I've got to go back to the House. Thank you very much.



KEYNOTE SPEAKER

RELATIONSHIP OF CETA AND VOCATIONAL EDUCATION

Ernest Green
Assistant Secretary for Employment
and Training
U. S. Department of Labor

INTRODUCTORY REMARKS BY:

Reginald Petty
Executive Director, National Advisory
Council on Vocation Education

REMARKS OF ERNEST GREEN:

Thanks very much, Reg. I suppose one could ask the question whether one gets a little masochistic given the budget and the problems in front of this administration, and particularly in my department in the employment and training administration. I might point out, though, that there are in this audience a number of people that I feel some personal closeness to, having worked with them over the years. Annie Marden, who is involved with the Advisory Council in New York; MacLovell, who is a former Assistant Secretary, and Reg Petty, with whom I've had the good fortune of working with over the number of years that I've been involved in the question of providing skilled opportunities for our young people, particularly for minority workers. At some point we must compare notes on how one deals with this.

But that's not the hat that I wear today or this evening. As I was explaining to Bill and Reg, one of the things about this job is that you bounce around from problem to problem. I was in Pittsburgh early today participating in a seminar discussing a construction plan--the hometown plan--a remedy to try to alleviate employment discrimination in the construction industry. Yesterday we testified before a Senate Sub-Committee on the Labor Department's budget. And, today, I just found out that we are moving ahead on our stimulus package; that is, we expect to have a bill finally out of Congress--it came out of committee, or will come out shortly--that will get the dollars on our public employment, as well as our other employment and training programs, out into the street.

But I'd like to use the few minutes that I have to discuss what I think are some important concerns from my vantage point and, hopefully, from yours. You know, when the various elements of CETA began their relationship with the various elements of vocational education several years ago, many people on both sides and the outside said that it was like mixing oil and water. That it would produce about the same results. I think there're some people who are still saying that. But I don't buy that analogy. I don't think that many of you do, either. Particularly now that the experience of working ever more closely together has begun to produce a number of promising outcomes.

I prefer to compare the relationship to what our chemistry teachers call liquids in solution. Of course, we haven't always been able to agree on which part is in solution to the other--but that's to be expected. The fact of the matter is that both parts are vitally necessary and neither could exist without the other.

This is particularly true when we consider the state of the economy. We have experienced a considerable recovery, but we're still suffering from severe unemployment. The current rate is 7.3 percent and the joblessness among our young people shows little signs of lessening. The unemployment rate for minority youth is an abysmal 40 percent and, in some areas, higher. For all youth 16 to 19 it is nearly 19 percent, and for all youth 20 to 24, it is about eleven and a-half percent.

While it is true that the workforce is expanding and that more young people are coming into it, these facts don't make it any easier on those who can't find work, nor do they lessen society's added burden and increased loss of productivity.

We are entering an era in which the vital connection between school and work is receiving increasing attention. The jobs of tomorrow will require workers who are both well-schooled and well-skilled. While it is estimated that only one of every five jobs in this decade will require a university degree, half of all jobs will require some training beyond high school.

There are signs that too many students are finding too little relationship between their studies in school and what they face in the job market, and that they often lack the information to make adequate career choices. There are also signs that too many workers are being trained and employed without sufficient attention to the basic and advanced educational grounding necessary to sustain their productivity. In short, our work is cut out for us, and we must cooperate.

It's a good time to review, then, some of my experiences together and see what we can do to enrich this relationship, particularly as we gear up to implement President Carter's economic stimulus package.

I think the keynote of our relationship is that despite severe recessions, development of new working arrangements, and some frustrating growing pains, the coordination is picking up considerably. The updated report that I read the other night--the CETA Vocational Education Relationship by the National League of Cities and the U. S. Conference of Mayors--concludes that generally, the percentage of slots and enrollees in institutions where CETA-funded vocational education occurs has increased significantly from the MDTA era to CETA in Fiscal Year 1976, and a wider range of institutions are being served.

The report also shows that CETA five percent funds went further in Fiscal '76 than they did in Fiscal 775, and that the use of Title I funds for vocational education--something common to nearly all 74 prime sponsors responding--increased

substantially. In Fiscal '75, enrollees averaged about 1,250 slots, and about 650 per prime sponsor for the more than 60 sponsors responding. In Fiscal '76, the figures were approximately 1,500 and 800 prime sponsors. And most of the prime sponsors said that their working arrangements with vocational education had improved. Indications are that these trends are continuing in the current fiscal year.

I'd like to commend each of you for the part that your states have played in this cooperation. There's no doubt in my mind that it has been fostered to a great extent by the Vocational Educational Amendments of 1976 and corresponding CETA amendments, with their provisions for cross-representation on our state and national councils and for our National Occupational Information Coordinating Committee and its state counterparts. As a member of the national committee, I promise you my utmost effort in helping to develop for our young people better information about the job market. But by no means am I going to gloss over the problems in our relationship.

In the first place you know what they are as well as I do. And in the second, I think you want to overcome them as much as I do. There're still too many breakdowns in communication and struggles over turf, too much duplication of effort and lack of mutual understanding. We need to give more substance to our emerging form and we need to intensify our efforts to build cooperation at the local level--the level when the beneficiaries of our programs live and work, and where decision-making must increase if CETA and its relationships are to succeed.

I might point out that one of the things that I have learned in my brief tenure as Assistant Secretary is that the CETA system is strong, alive and well, and that those of us--whoever they are--who expected CETA to go away--it's not about to happen and it's a process that all of us will: one, have to learn to live with; two, to accept; and three, that the entire process of decentralized funding is one that I think will be with us for some time.

Exciting things are beginning to happen as prime sponsors increasingly come to realize that vocational education has a tremendous potential for meeting local needs and a long history of designing and implementing worthwhile programs, and as community vocational education leaders increasingly understand how CETA works and how vital a contribution it is making to local decision-making.

Of course, nothing is going to happen unless local people know that they have full support from top officials at both the Federal and state levels. I join you in pledging that support. We can do a lot to generate examples of close cooperation.

In Duluth, Minnesota, for example, the State Department of Vocational Education, in the face of declining CETA funds for a high-performance skills center, is picking up the training costs of all enrollees under age 21. And in

New Jersey, several prime sponsors have given to state vocational education officials administrative responsibilities for Title I programs as well as for programs under five percent funding.

While the diversity of structural arrangements hampers development of a national model, we can certainly foster models that will work well under specific arrangements. The Employment and Training Administration is urging every prime sponsor to fully integrate its program planning and implementation with its local vocational education counterpart; and I hope that where problems develop or where coordination flags, you will encourage community vocational education people to get together with prime sponsors and see what can be done to work out these problems.

At the state level, just as ETA can increase its effectiveness by developing closer coordination with the governor and top employment and training officials, so you can increase your effectiveness by closer coordination with the governor and by increased Federal-State cooperation. Governors, with their overviews of a state's total development effort, can play significant roles in promoting teamwork and making sure our mutual assistance provides maximum benefits.

In all of our efforts, it will help if we pay more attention to the content of our courses, the quality of our instruction, the retention and placement rates of our enrollees, and the elimination of any occupational stereotyping of women and minorities. It will also help if we develop more linkages between skills development and new employment opportunities.

In this context, I would like to briefly summarize Employment and Training Administration's major responsibilities in implementing the President's stimulus package--responsibilities in which your role is most crucial.

In expanding public service employment from 310,000 positions now to 725,000 positions by the end of next fiscal year, we will be emphasizing enrollment of the low-income, long-term unemployed in projects which will rehabilitate our communities at the same time that they give participants work experience easily transferable to the private sector--still the source of about four of every five new jobs. Coordination with vocational education will be an important part of this effort.

In our substantial increase of job training, whether through apprenticeship, on-the-job training, or institutional training, we are focusing on more and better linkages with private employers--such as in the Skill Training Improvement Program, where we go to employers to ask them what skills they need and then work with them to train for these skills. Again, the vocational education connection is vital.

It is particularly vital in the Youth Employment and Training Act of 1977, which, as you know, is now before Congress. We are proposing that the new youth programs be handled by an identifiable, high-level component within ETA.

Our initiatives for young people, which are estimated to require an expenditure of \$1.5 billion over an 18-month period, will--as you are well aware--have a substantial and wide-ranging impact on the youth picture. They include a National Youth Conservation Corps, a new program of Youth Community Conservation and Improvement Projects, a doubling of Job Corps outlays, and CETA programs to train disadvantaged or low-income jobless youth to perform tasks of demonstrable community benefits, such as weatherization of low-income housing, environmental preservation, and health care.

In developing this legislation, we have welcomed your views and have given them great weight, particularly in the CETA programs. We have requested authority to spend about \$900 million for nearly 400,000 slots, and half of the funds must be spent on programs which emphasize innovations in training, basic education, and the transition from school to work.

These programs must be coordinated with vocational education activities, and schools will be directly involved in providing such services as counseling, occupational information, employability development, literacy and language training, GED certificates, and career exploration. In addition, schools are encouraged to grant academic credit to participants wherever possible on the training side.

We will supplement these priority initiatives with improvements in our summer youth programs and with efforts by the Federal Interdepartmental Steering Committee on Education and Work, which is headed by Secretary Marshall. I will be actively involved with the committee as it works with schools, students, employers, government agencies, labor organizations, education associations, and volunteer groups to develop collaborative work-education projects.

This committee has been responsible for the Work and Education Consortium project with the nonprofit National Manpower Institute, which has identified or established 21 community Work-Education Councils. In addition, six communities identified by the American Association of Community and Junior Colleges and five selected by the National Alliance for Businessmen are part of the project. Also, national occupational information systems have been developed in eight states to establish automated clearinghouses of job data.

All of this indicates to me that we have a long road, but an interesting road in front of us. By intensifying our teamwork, we can play a key role in making sure that America's young people will be better prepared to face the job market and that the job market will be better prepared to accommodate them.

I look forward to working with you to meet these goals. Thank you.

III

YOUTH UNEMPLOYMENT



SPEAKER

YOUTH UNEMPLOYMENT

U. S. Senator Harrison A. Williams, Jr.
Democrat: New Jersey
Chairman, Committee on Human Resources

INTRODUCTORY REMARKS BY:

Charles A. Rosen
Chairman, New Jersey Advisory
Council on Vocational Education

REMARKS OF U. S. SENATOR HARRISON A. WILLIAMS, JR.:

Thank you very much. Neighbors, Charles Rosen, and ladies and gentlemen of the National State Advisory Councils on Vocational Education here today, we are off to a good bi-partisan beginning. I really don't know Charles' politics, but I know he comes from Roseland, New Jersey, and that's not my prime stronghold, I'll tell you that, Charlie. I appreciated the introduction. I appreciate so much being here, only sorry for myself that I have to be somewhat hurried but, as I look at the schedule, it thins out later and I hope, if it is possible to do so, to get over and audit some of your deliberations here. We're only minutes away so, if I can--are these secret meetings? Things of the past? I would look forward to that later in the afternoon, if I can.

On my abbreviated schedule here it says nine o'clock sharp. Now, as I was looking at that this morning, I was wondering if that was your direction to me or my secretary's? Oh, it was my secretary's. I see. I thought you were giving me a sharp command to be here at nine. I was? I thought it was you. Well, I would do the same for her.

I am very pleased to join you this morning to discuss some perspectives on the new amendments to the Vocational Education Act and to review the new role of the State Advisory Councils. At the outset, let me say that I believe these amendments are a gaint step forward for vocational and technical education. They will have, in my opinion, a dramatic effect on the quality and coordination of occupational learning, and I believe they will assist state and local administrators in assuring that students receive an education which meshes with the changing job market and one which makes efficient use of our increasingly strained financial resources. I think it is helpful in understanding this new law if we review briefly some of the facts that let to this legislation.

Our Committee's review of the vocational education program posed serious questions about the direction and emphasis of this program, despite increasing growth in public support, State and local expenditures, and students enrollments.

For example, expenditures for post-secondary vocational education--despite the need for more complex technical training--has remained at a stationary 23 percent. Funding for the disadvantaged and for handicapped youth hovered at amounts only minimally above the statutorily mandated minimums, and while State and local matching for most other programs increased, the matching shares for these populations fell from 77 percent in 1969, to 61 percent in 1973, which resulted in an outright decrease in total expenditures.

The GAO review of the program harshly criticized the states for using federal money solely to maintain existing, often outdated, programs. The Committee's review showed little, if any, long range planning and a failure in most states to include all aspects of vocational and technical training in future plans. Information required to be submitted in return for federal money was useless to State and local administrators as planning or decision-making documents, and totally inadequate to Federal officials who required them for grant approval. Most disturbing of all were indications that programs were not geared to the job market and that the programs dealt badly with minority, women, and disadvantaged students most in need.

For example, in 1972 women students made up more than half of the enrollees in vocational education, but only 8 percent were being trained for high-paying occupations. More than 50 percent were enrolled in homemaking or other non-employment oriented courses. Indeed, one HEW study showed that handicapped students were often provided no choice in course offerings, and that fewer high quality courses existed for poorer and minority students. Against the background of the most serious economic slowdown in our Nation's history, with well-trained adults out of work at enormous rates and youth unemployment continuing to soar, this description of the vocational education program was a very serious cause for concern.

The legislation our Committee developed as a result was geared to meet the complex needs of our society. This new law mandates broad participation in the planning process--including State manpower agencies, community colleges, technical schools, and the Advisory Councils--for program development and planning, and for fund distribution.

While no one agency or group of agencies can overrule the final decision of the State Board of Vocational Education on the plan, the law requires the final plan to include all recommendations which were rejected and to state the reasons for the rejection. And the law provides an appeal procedure to the Commissioner to act as a final check on the State Board and its plan, and to assure agencies and the Advisory Council that their views can be heard and have an impact on the plan. The State Advisory Council, the State Manpower agency and post-secondary

representatives are required by law to be involved in the development of both a five-year long range plan and an annual progress report.

How, then, should you look now at the role of the Advisory Councils?

The Councils are specifically included as one of the agencies to be involved in the planning process, and as one of the agencies whose views and recommendations, if rejected, must be included in the plan submitted to Washington. Your role is expanded to include responsibility for setting up the selection and operating procedures for the local advisory boards, providing them with technical assistance to perform a parallel role to yours at the local level. You have been given the responsibility of identifying the manpower as well as the vocational needs of the State, and to assist you in this effort, the CETA legislation was amended to require a representative of the State Advisory Council to sit on the State Manpower Council.

You are then charged with commenting on the reports of the State Manpower Council. Your sources are expanded to a minimum grant of \$75,000 and a maximum grant of \$200,000. Membership is also expanded and educators cannot be in a majority. The Council's independence from the State Board is emphasized, providing them with contracting and hiring authority and requiring that their activities be programmatically and administratively independent.

All of this demonstrates most emphatically the Congressional intent that the Councils are to be strong, indeed, within this planning system. This law structures your authority in a way that gives you the ability to create a statewide advocacy system for assuring the adequacy of occupational training for our youth. I believe you are charged with becoming the watchdog of the vocational education system--an independent body with adequate data to make a substantial impact on the overall plan. You can carry your recommendations to the public and to the U. S. Commissioner of Education, and even appeal to the Commissioner if the State has totally avoided its own responsibilities for planning. There can be no better time than the present for you to take on this role, and I can see that you welcome the role. I have walked in this door many times at two minutes of nine. This is the first time I have walked into a full house, so I can see that you take your responsibilities not only seriously--you accept them with a great deal of enthusiasm and appreciation for the promise of importance for the role that you are in.

The occupational system, and particularly the technical educational system, will face major challenges over the next decade. Much of the technical work in this country is, we all know, becoming highly complex, requiring rigorous and sophisticated training. We have a major responsibility to open access to students who are not well represented at this time--women, minorities, disabled students, and the poor. We know that 50 percent of all women over 16 work or want to work. Disabled students, heretofore almost unprecedented in the labor force, must be provided opportunities similar to those of other students and must be served by programs designed to meet their needs.

We know that we are faced with enormous problems in youth unemployment among high school dropouts and urban and minority youth in particular. More than 3.4 million young people between the ages of 16 and 24 are anxious to work but cannot find a job. In March, the teenage unemployment was 18.8 percent and the official rate for black teenagers was an astounding 40.1 percent. An incredible 14 percent of persons between the ages of 16 and 24 were high school dropouts, and these dropouts had an unemployment rate of 25 percent.

Our Committee on Human Resources is considering, and will report before the 15th of this month, a youth employment and training bill. It was jointly developed by the Carter administration and members of Congress who serve on the key committees. On its face, it is more a youth jobs bill than anything else. It includes a National Youth Adult Conservation Corps to provide employment in State and National Parks and forests.

Of course, a few of us, and as I look around I guess there are very few of us, will remember the grandfather of this program--the CCC program of the early days of the first Roosevelt administration. It has the same kind of promise. There is one difference that I see. In the thirties conservation work was generally far from the metropolitan areas, and the State Parks and forests and the National Parks were far removed from metropolitan areas. That has changed to some degree. I know in our part of the Northeast a great national park has developed--Gateway--a lot of work to be done there. This can be true in near metropolitan areas. There is a lot more conservation work closer to home which I think might make this new program somewhat easier to administer than the CCC. It should be faster, more readily started, reaching the target of young people who want this kind of employment, and an opportunity to help them out of the emotionally-killing, idle state they are in of unemployed and into meaningful, wholesome, constructive and rewarding work.

The bill also provides for a Youth Community Conservation and a Community Projects program to employ young people in their own communities, and I think there is an opportunity here for a great deal of innovative creativity in meeting our community needs with young people. I asked the Secretary of Labor when he testified about an idea that I know exists in the mind of a brilliant young man in New Jersey. He happens to be a minister and has an unequalled leadership quality within the community that he serves. He works in one of our great cities drawing forth idle young people whose lives are almost an invitation to disaster in many ways, and he has inspired them to a sense of their own merit and worthwhileness. One of the things he is bringing them into awareness of is service to others. Such a project is to take these young people and make them companions and security companions for older people. One of the great tragedies in our metropolitan areas, not exclusively metropolitan but more concentrated there, are the old people who are victims of crime. This man wants to help turn this around and use youth to bring a new degree of security to older people, and it is beginning to work. This is the kind of thing that matches both the employment needs and the service opportunities of young people in their communities.

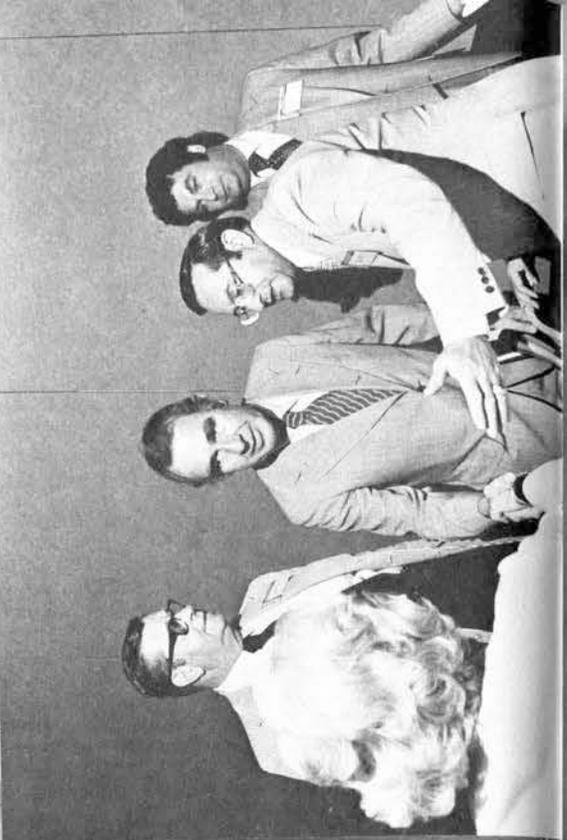
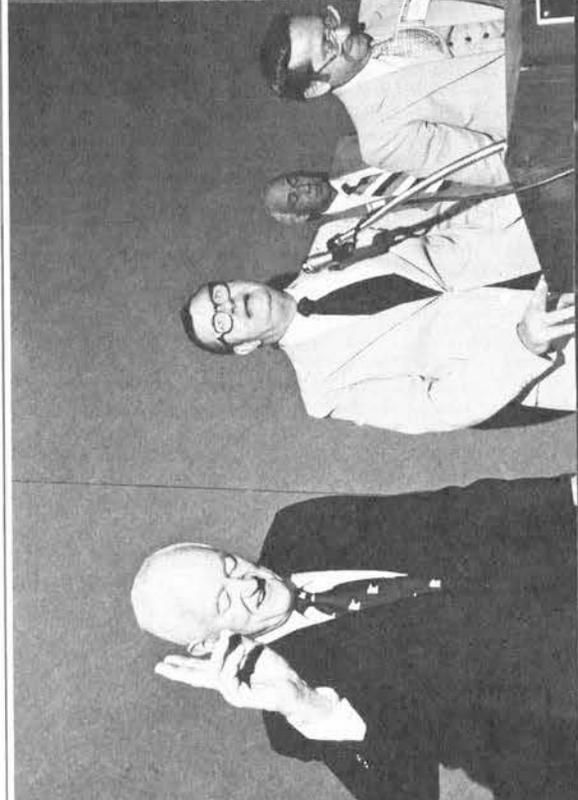
And in the last component, the bill proposes that half of the funds be distributed to CETA prime sponsors for local initiatives. The other half would be used by the Secretary of Labor to develop innovative approaches and demonstration projects for dealing with the difficult problems of the transition from school to work.

Clearly, the primary thrust of this bill is to reduce the rampant joblessness among young people. I am under no illusions that this legislation is the final answer to our problems. Therefore, we've insisted that the programs be authorized for only one year and, as a result, Congress and the administration will have to act again within a few months. That affords us the time we need to bring together more effectively the resources of employment services, CETA prime sponsors, community-based organizations and the education community. For you, the time to position yourselves for a maximum input into the formulation of a great national blueprint for helping young Americans find a meaningful place in our nation's work force. It provides you with the time to grapple with the problems affecting your own states and to examine methods of changing our vocational education system so that it can more sensitively deal with the long-term problem of training and educating all young people who have special needs.

There is probably no single group of people as knowledgeable and with as varied experience as you who are gathered here today. As a result of the new Vocational Education Amendments, probably no one is as well situated as the Members of the State Advisory Councils to help us with our two-pronged problems of young unemployment, training and education, and the assurance of equal opportunity and open access to our technical training programs. Your help is indispensable if we are to find long-term solutions to these problems, and all of us here look forward to working with you during the months ahead.

I reiterate my hope that if I cannot be back here sometime during the day, that I will be advised of how you come together and what happens here. It is an exciting time for you and it's an exciting time for us who work with you. I look forward to your progress and want to join you in our search for success in the end objectives that we all share.

Thank you very much.



SPEAKER

YOUTH UNEMPLOYMENT

U. S. Senator Hubert H. Humphrey
Democrat: Minnesota

INTRODUCTORY REMARKS BY:

Mike Edell
Member and former Chairman
Minnesota State Advisory Council
on Vocational Education

REMARKS OF U. S. SENATOR HUBERT H. HUMPHREY:

Thank you very much.

Well, it isn't easy to speak to you after an introduction such as you have just heard because no man is that good. I want to believe every word Mike had to say but he set some mighty high standards for me here this morning and I hope that I can come within fifty percent of the mark at least.

To you, Mike, my thanks for all your community services, because you're not only a very important member of our Advisory Council, but I believe you're Chairman of the St. Paul Ramsey Hospital as well and I am going to be up there for a little dedication. I am looking forward to it. I spent a little time in hospitals this year so I dedicate as many as I possibly can.

I've noticed while I've had the privilege of being Mayor of Minneapolis that the St. Paul boys crowd in on you whenever they get a chance. I was met outside by Jim Nash--he wouldn't even mention the word Minneapolis--and Mike, of course. We had a lot of trouble with them. There are some people who think that our main difficulties are between the United States and the Soviet Union but you've never been Mayor of Minneapolis or you'd know that that was not the main problem. Bob Burkstrom is here from our Minnesota Advisory Council, I know, and Mr. Van Tries--I believe I pronounced that right--the Director of Vocational Education. We've got a good group of Minnesotians here but you are here from all over America--the State Councils and the National Advisory Council--and I want to talk to you very frankly about our common endeavors.

You assigned a topic to me--National Youth Employment--and I am deeply involved in it. As a matter of fact, yesterday afternoon we were involved in it over in the United States Senate, so your visit here is most timely because we are right now in the midst of debate and deliberations on a national youth employment policy. The Committee on Human Resources is marking up that legislation at this very time and yesterday afternoon we debated extensively in the Senate on the Budget resolution wherein we assign and allocate the funds for particular types of programs. Again, may I say that Senator Javits and myself, along with some others, made sure that we had for at least this coming fiscal year the funding that we thought would be somewhat appropriate, and I am happy to announce that that funding was two billion dollars for openers. We don't think that that is adequate but we think it is a good start and I'll tell you why a little later.

May I just add this very directly. It is important that in your gathering here you converse and exchange thoughts and ideas on your programs in your respective states, but don't miss the opportunity to go to your Congressman, to your Senator, and ask to see them--or their Legislative Assistant or their Administrative Assistant. But try to get to see your Senator or your Congressman. Point out to them the need of the vocational education training program and the need of proper funding at the federal level, because this is a cooperative endeavor between federal, state, and local government. Then, after you've listened to me, I hope that you will be able to ask them for support for our Comprehensive Youth Employment Program. This is the most important type of work that you can do. It's much better than any letter that you will send, or any resolution that you will pass. Your personal visitation has a tremendous impact. I know.

I spend hours and hours every week visiting with people that come to see me about their problems and about their concerns in legislation. We've had the Minnesota Rural Electric and the Minnesota Chamber of Commerce in this week, for example. We've had Minnesota health care providers in to see us. We've had all kinds of people from home and I get to see them, talk to them. The Minnesota Rural Telephone Association--they come in with their legislative program. They send it to me by the bales of paper. This city is inundated with paper. There is so much paper here that you frankly don't know what to do with it. What you need is to see the people that wrote the papers and when you see those people you are impressed with the sincerity of their endeavor and with their desires--you listen to their desires and proposals.

I have been a long time supporter of vocational education. One of my early jobs was to be the Director of what we called the wartime services for the old WPA. I worked in the WPA at one time and, by the way, it was a good program. My job was to work with the vocational schools of Minnesota and all the vocational departments of the respective schools in our State, and I was in charge of the program for the people that were on WPA to train them to be ready to enter American industry just at the time of our entrance into World War II. It was a marvelous program. That was the beginning of my practical

experience in this endeavor, and when I came here to Washington I was one of the first to join in every effort to improve our vocational education legislation. I take great pride in it.

As I visited around the country during the days that I was Vice President I would go to the voc-tech schools and my, what tremendous institutions, what great work was being done. I visited voc-tech schools in every state in this land. Their work has been exemplary and I have always felt that maybe the best thing that we have been able to do in the Congress of the United States in the field of education was the support provided for our vocational education endeavors.

I guess you know better than I that our vocational education programs are the oldest and the largest programs for assisting our young people with their entry into the labor market. We simply have to understand the times in which we live. When Mike was introducing me he mentioned that I worked in my father's drug store. It's true. I grew up in a small town. I was close to my father in his little business. I was an apprentice pharmacist by the time I was eighteen years old. Really, I learned the pharmacy business but not in college. I went later on to pharmacy college and, still later, I went back to study in the field of political science and economics because I basically wanted to be a teacher. But I knew about the pharmacy business from just working as an apprentice alongside of my father.

Millions and millions of people, your grandfathers and your fathers, learned all they knew about their vocation, not in a school, but they learned it as a part of the family life. They learned it out on the farm, they learned it along their main street.

I'll never forget one time I was out on an aircraft carrier, the Enterprise. This is years ago. She was the first nuclear aircraft carrier and I spent the day and night there. Five thousand people aboard that carrier. I grew up in a town of six hundred and I got to thinking it was a pretty big outfit. There were more people from the State of Minnesota on that carrier than the town I grew up in because we have a lot of people in the Navy from our State. Anyway, I was looking at the sophisticated equipment and the Commanding Officer said, "You know, we can take a boy from an Indiana or Minnesota farm and inside of three to six months have that young man using the most sophisticated radar and electronic equipment like he had been trained for years."

I asked him to what he attributed that and he said that basically most young people have had a lot of experience back home with cars and all kinds of machinery that they've been working around. Then he said, "You know what? It's getting more difficult, and the reason it is getting more difficult is that more and more of our young people don't have that experience."

I just want to tell you about this. I have three sons. Now, my sons have never been able to work with me because you wouldn't permit it. You call it nepotism. I have never been able to have one of my sons alongside of me in my job, which is really a heartache. I think it is outrageous. One time I brought one boy into my office just to give him some experience--he didn't get paid a dime--and the next thing I knew it was all written up in the paper that Humphrey has a son in his office. You've got to explain around that he is not paid and so on; the next thing you know, the kid is disenchanted, he's unhappy, and so on. So--I just gave up trying to do that and Mother had to try to bring them up. I didn't have any chance because my work didn't permit it.

But I like to tinker with automobiles. I have four old cars, a Model T 26, Model A 28, Model A Ford 1930, and a Model A that's rebuilt, a 1928. Oh. I've got a lot of old cars and I make them run, and the first time I ever impressed my son was when we were going down the highway and the Model T just stopped. He asked, "Dad, what are we going to do?" I said, "I'm going to fix it." Well, those old carburetors--they're like a couple of bottle caps strapped together. I got out and took off the gas line, blew out the line, took out the carburetor, took it apart, shook out the dirt, moved it around a little, put it together, and it started right up and went, and I heard him say to his Mother, "You know, Mother, Dad isn't just a Senator, you know, Dad can do anything." I really was impressed.

Well, dear friends, what I'm trying to say to you is: the young people of today, particularly in our urban centers, many times don't have a chance to learn a trade. There aren't the Mama and Papa grocery stores, there isn't the little old family garage, there isn't the little old machine shop--the United Automobile worker, the member of the UAW, can't take his son with him to the plant so you've got to learn these trades somewhere else.

The biggest problem in America is youth entry into the labor market. How do you get that first job? How do you get those skills?

And that's where you come in, and we are very fortunate today that our vocational training programs are much more adaptive to the economy than they once were. You know, at one time--let's face it--if the kid wasn't doing too well you'd say you'd put him over into the mechanics art school or the vocational school. That's a fact.

That's all over, and I want to say one other thing and I hope you'll talk to your State legislators. There is still some discrimination against vocational education. They don't like the boys and the girls to have football teams or other sports activities like the other schools. I don't know what it is in every State, but I find this out around the country. Vocational schools ought to have everything that any other school has, plus what they've got.

We are going to end up here with a lot of people with a basic liberal arts education who don't know how to blow their noses. I happen to be one that likes good literature and good music. I've spent years in economics, history, political science, sociology, and philosophy, but I want to tell you something--you can't eat that, and I had to learn how to be what I am today in public life or a teacher, and it's hard to find jobs now as a teacher. But I've always got one other available vocation--I've still got my pharmacy license.

These programs that you have supply vocational training to more than 17 million Americans of all ages. That's a lot of people that are enrolled in these federally-funded and state-funded vocational education programs, and that's almost triple the number of ten years ago. Just think of the expansion. That's a dramatic increase. The reason your programs are popular are not because they're easy, because they're not easy. They're popular because they are the best way for many, many young people to overcome the single most significant barrier to their full participation in the world of work--in the economy--and that barrier is the lack of good skills.

As a result, the unemployment rate among vocational education graduates during the first year out of school is just one-half of that of the non-vocational graduates. What a record! That's the cost benefit ratio that everybody likes to talk about today, and you ought to be proclaiming that record wherever you go. Go to the State Legislature, go to the local school board, go to the Congress, and say, "Look, we get results." You do get results--you get citizens in the economy.

Vocational education--do you realize how much it saves on welfare? Do you realize how much it saves on all the so-called social programs that are so costly today? Actually, you're a profit producing organization--if you really want to look at it that way--and when you have the record you have of placement of your graduates in the job market as compared to other educational institutions, it's an amazing performance.

Since 1968 our vocational education programs have been subjected to the scrutiny and to the creative talents of advisory councils, both at national and state levels. Many of you are members of these councils and under your excellent tutelage our vocational education programs are outstanding examples of how state and national programs can work together, can be responsive to rapidly changing needs of our young people. And bringing in the private sector as a part of the program so that you tailor your courses to the needs of the economy, to the needs of the business and commercial community, I think is the key to it. There is no use of having some kid working on some machine and calling it vocational education if he's never going to be able to use the skill that he's developed. That's just make-work and the kids know it. Right away they are turned off.

We've seen vocational education move, change and adapt with the times. I'm very proud of the vocational education system in our state. I just love to go around and see those great schools. They're magnificent, and I've visited with the faculty and the students of those schools in our State so many times. I want to mention one for example--the Area Vocational/Technical Institute in Hutchinson, Minnesota, a small community. Recent high school graduates are taught how to use sophisticated X-ray technology to measure the density of materials in the Area Voc/Tech School. These young people have job offerings throughout the entire country before they even complete their course because they are being trained for things that need to be done. This is the kind of innovative vocational education that is an example of what is being done in my State and the country under your leadership.

Every Sunday in the Washington Post there are pages of advertising wanting people for jobs available. I remember sitting with a group in our home one day when we got to talking of this very problem of youth unemployment. One of my friends said, "What are you talking about, Humphrey, take a look. Look here, there are seven pages in the Washington Post of ads for people to go to work and you're talking about unemployment." I said, "Yes, that's right, but look at the kind of people they want."

Our schools are not training them for those jobs. We have functionally illiterate people. I don't want to hurt anybody's feelings but one of our large cities was mentioned by the Secretary of Health, Education and Welfare just this past week, where 57 percent of the high school graduates in that city were called functionally illiterate. First of all, they couldn't read very well, and if you can't read you can't learn. Secondly, they couldn't spell. Thirdly, they couldn't communicate very well, but mostly, they had no skills.

That's a terrible indictment and I think it's about time that we faced up to it. It isn't that we're not spending a lot of money for education--we are. I essentially am an educator, but we've just got to learn to look at what we're spending the money for and make sure that we get the most out of it. The opportunity to develop job skills while still in school, the opportunity to try out different occupations as a part of the vocational education program, and the opportunity to talk over career planning with a well-trained job counselor are major elements of vocational education, and these elements have helped make your programs successful. I submit that we have to use your institutions and your experience to the maximum possible extent in our new endeavors for what we call new youth employment programs. Now, more than ever, our nation's young people need employment and they need training programs that will provide the kind of help many youths receive today from vocational education. All across the country unemployment has dealt a devastating blow to the hopes and aspirations of American youth.

In March of this year the unemployment rate among teenagers 16 to 19 was 18.8 percent. Among Black teenagers the unemployment rate was 40 percent and in many of our central cities the unemployment rate exceeds 60 percent.

Now, I was Chairman for the Joint Economic Committee, and this year I'm Vice Chairman--every two years we alternate between the House members and the Senate members. For the two years that I was Chairman we conducted extensive hearings in employment policy all over this country. If there is any subject I'm somewhat informed on, it's the question and the subject of employment. The structure of our labor force has changed dramatically in the last ten years with the entrance of women into it and with the entrance of young people who are trying to move in much more than before. This unemployment rate among young people is becoming one of the major social and economic problems of our country.

Now, quit talking about shiftless youth and crime as long as you've got that kind of unemployment. There are 3,400,000 young Americans today under the age of 25 who want to work, most of them knocking on doors that remain closed to them. I know there are always some neer-do-wells, a few that really don't want to work, but most of them do. The best way I can demonstrate it is not by my rhetoric or by any loud talk but by just the visual picture.

In Atlanta, Georgia, not too long ago there were some 200 what we call public service jobs made available. Twenty-two hundred people marched up to get those 200 jobs.

I was in Los Angeles, California, a little over two years ago and they announced that there were four jobs available in the Court House. Four jobs available--and by 7 A.M. there were several hundred people in the lobby pushing and shoving. There got to be such a push for those four jobs they broke out the windows and they had to close up the building.

The other day in New York City they announced the summer youth program, the number of slots that they had for the kids to line up for, and they inundated the employment office to a point where they had to call out the police and close up the employment office.

They want to work. They know it's a part of the ethics of this country. They want to be there. So, when I hear people say, "Well, they really wouldn't work anyhow," I submit to you that that is not supported by the evidence. These young people are willing and eager to work. Some of them are not quite ready because they have never had a chance--they haven't developed some of the most elementary work skills. I submit that this is a national tragedy, it's a waste of our nation's most valuable resources. Almost every teenager and young adult I've met wants desperately to work and wants to be accepted as a productive and useful member of society. They want jobs, they want to be productive, they want to earn their way, they want to be given a fighting chance.

You know this. You see these young people every day; you know the heavy burden of unemployment on young people, the feeling that comes of alienation, of apathy, of anger that accompanies their frustrations and, finally, they say, "If nobody gives a damn, why should I." After that, youth crime. They live off the street.

Youth unemployment is a major source of crime. In 1973-74, the most recent year for which we have comprehensive figures, 75 percent of those arrested for all serious crimes, 75 percent of those arrested for arson and robbery, and 85 percent of those arrested for vandalism, for burglary, for auto theft, were under the age of 25. Ladies and gentlemen, I can show you that as youth unemployment goes up, crime goes up. As youth unemployment comes down, crime goes down. We have a five-year study that has been made by John Hopkins University that demonstrates the parallel relationship between unemployment of youth and youth crime.

It's about time that we began to recognize that the best cure for crime is work--availability of productive, useful jobs. There is no way that we can reduce or eliminate the crime in this country until we solve this youth employment problem. It doesn't do any good to hire more policemen, build more jails; you've got to have doors open so that young people can find gainful work.

The most direct and rapid way to alleviate youth unemployment is through specially-targetted youth employment programs. Because of the structural nature of our youth employment problem, economic recovery alone will not be sufficient to solve the problem. To put it another way, you are going to read about what we call the real growth of our economy--hopefully 5 percent a year, that would be very good. Now, I know what I'm talking about. You can have an average of 5 percent for the next five years in this economy. You can increase your GNP at a hundred billion dollars a year, you can reduce inflation by, let's say from the present 7 percent down to 4 percent or 3 percent, and you will still have a major youth unemployment problem. Everybody that studies the labor market, its composition, studies the industrial sector of this country, tells us the same thing.

We've got to be able to target our resources upon particular types of problems. We have structural problems in our economy at the very time that we have a lack of the use of existing plant capacity. For example, today our plant capacity is running at utilization of 80 percent--we are 20 percent idle. Nevertheless, in some sectors there is a tight demand/supply situation. Some sectors of the economy are really at the maximum of production. We've got to expand those sections, we've got to use tax policy and other things to expand those sectors. The same thing is true of youth employment. We've got to use federal, state and local resources to find a way to bring young people to the theory of work and the most direct way, as I've said, is specially-targetted employment and training programs.

Now, what do we need?

First, we must create a significant number--and I say create--of jobs specifically targetted at youth. These jobs must be useful and productive to them in their community.

You know there is work to be done. It's outrageous what we've done in this country. We have been going with a high rate of unemployment with an incredible amount of things to be done in this country. Do you know that Franklin Roosevelt never had a welfare program. He had a work program. We had commodities for people who were hungry. We did have, at the local levels of government, some welfare. People were given jobs--public works and the WPA, the CCC. There were things that needed to be done and we spent our money getting people to do things that needed to be done. I know, some of them leaned on the shovel, some of them raked leaves--that's not so bad, there are a lot of leaves that need to be raked--but I'll tell you something; the entire intercoastal waterway that comes all the way down from New York City to Miami was built by the WPA--transportation. All over this land court houses and school houses were built by the WPA, water systems, sewer systems. We've been spending billions of dollars in unemployment compensation and food stamps and welfare--all of which, God only knows, we need to take care of people--because we didn't have any other program. We've been spending billions and not getting a lick of work out of it.

Now, you folks from Minnesota read an article in the paper here the other day about how long it takes a train to go from Minneapolis to Chicago--beautiful new equipment. We are going to increase our coal production to twice what it is today. How are we going to move it? We've got these big unit trains coming from the West moving that coal and falling off the track as they stand while they wait to change locomotives. I wish it wasn't humorous, but it's the God's truth. The road beds are so bad that they cannot handle the equipment.

Now, this fellow that you are listening to would rather pay somebody \$150 or \$200 a week to do something rather than pay him \$75 a week to do nothing. We're fifteen years behind in our restoration work. Now, I don't care--I'm not going to live that long--we're going to have enough trees for Hubert Humphrey to live and be buried with. But what about my grandchildren? You can't get a tree overnight, you know. We could put half a million Americans to work in our forests right now. We need camp sites--you can't get into our national parks because there isn't enough space in the national parks--not enough facilities. This country is not going bankrupt building something, it's going bankrupt doing nothing. We've got to get our thinking straightened out--get our heads screwed on.

I say this over at the White House too, in case you're interested. I was over there yesterday morning--every Tuesday, because I'm a working man. Now, I'm a compassionate man, too. There are mothers, children, that can't work and we need a welfare program for them that is one of dignity. But we also need

to do something else about dignity. It is not respecting human dignity to leave a healthy, strong, employable man without a job with things to be done in this country. We have school teachers educated in this country without work. They ought to be brought in to help our school system. Much better than keeping them out there on welfare or unemployment compensation. We need teachers aides. We need help in hospitals and libraries. We need work in city parks. There are thousands of things to do in this country. Take a look at what we need to do on weatherizing the homes of the low-income families in this country. Talk about energy saving! We have tremendous programs that can be done so, I say it's a national shame to let this happen. People need to know they're wanted.

Second, the job must provide some useful training.

Much of this must focus on basic job skills. Young people need to get the breakthrough; they've got to get the first job; they've got to get used to it; they've got to know that they need to report to work on time; they even have to learn how to punch a time clock; they have to learn the routine of work; understand the therapy of work; and the longer they are away from it, the less that they'll ever know of it.

We are going to wake up one of these days and find out that we've got a lot of people that were children or young people in the 1960s and 1970s that have become middle-aged people with no work skills. Remember, the young people I am talking about can't get unemployment compensation because they've never been on a job. Many of them can't qualify for welfare, so what do they do? I've told you what they do--they live off the street. And you know it.

In addition, more specific skills also need to be taught--construction skills, mechanic skills, bookkeeping skills, paramedic skills; Lord, there is a long list of them to teach.

Third, we should provide full-time jobs in both the public and private sectors. Young people who are out of school need full-time work and we ought to provide it in abundance, but we shouldn't forget that many young people in school also need work. They need it to earn the money to stay in school, to contribute to family incomes, to explore the requirements of different careers.

Finally, young people need good counseling, good job information, placement services, and they need the kinds of help and advice you provide your students.

I'll tell you just one thing--I won't keep you much longer. We had about ten bills in Congress on youth employment. Senator Javits and I were on the Economic Committee--he was the ranking Republican member and I was the Chairman as a member of the majority party. We put in a bill together--the Humphrey-Javits Bill. It was most comprehensive, based upon, not our personal knowledge, but the work of the staff of the Joint Economic Committee and the

people with whom we had consulted. We spent months preparing that bill. Then there were about seven or eight other bills. Every Senator is very proud of his own work, you know; everybody wants his own bill. So, what we did was to pull all of our people together and call in the Secretary of Labor. We said we would like to pool these bills into one if we could get the President to back us and send us down a youth employment measure. We set up a little work group amongst our Senators with the Secretary of Labor. We put together one bill and we went over to the White House and we asked the President to endorse our measure or to endorse a similar measure, and to send a message to the Congress. And I am happy to tell you we got that done.

The Youth Employment and Training Act which the President has proposed and which the Congress is now considering will be a good start towards the alleviation problem of youth unemployment. The jobs created will be useful and productive, and they'll provide good training and work skills.

But the Bill didn't go far enough and therefore Senator Javits and myself have submitted an Amendment which will add two important programs from our own proposal--the Comprehensive Youth Employment Act of 1977.

These two proposals were not included in the Administration's program. First, our Amendment would provide a program to give practical work experience to students still in school. This program would expand the work-study and the on-the-job training programs for youth who are enrolled in secondary schools.

More than one million of our unemployed youth are in school and looking for part-time work and many of them need to earn money, as I said, to stay in school. The Administration's Bill is targetted only at the out-of-school youth and overlooks the desperate need of many young people who have made the decision to stay in school and finish their education. We ought to give an incentive for them to stay in school.

I might add that our Amendment makes it possible for local governments and school boards to work together to develop meaningful work-study programs.

Secondly, our Amendment provides an Occupational Information and Career Guidance proposal that would place trained job counselors in our nation's high schools and junior colleges.

Our Bill would establish a national entry level job data bank that would be connected to computer terminals in schools of all kinds and in neighborhood youth centers so that they would know where the jobs were, the availability, what is needed, where work could be found. It would set up a program to train new job counselors and upgrade existing counseling services.

These are some of the things our Amendment would provide.

New legislation and new programs are part of the answer. Of course, more must be done.

We must continue to expand and improve existing measures that have proven effective. The job you do as you oversee and update state vocational education programs makes these amongst the most effective we have. Certainly our first priority must be to keep vocational education well-funded, healthy and innovative.

I've heard so many times how the war on poverty failed. Well, nobody passed the ammunition. It's a fact.

We're trying to wage a war on poverty. We have millions of people in this country that literally were the victims of poverty and we were throwing marshmallows at the problem rather than really throwing the kind of proposals--with the force that was needed and funding that was needed--to get the job done. We surrendered rather than to wage the war. And I'm not about to let you surrender, and I'm not about to quit myself. So I ask you to get busy and join in the fight.

Thank you very much.



SPEAKER

YOUTH UNEMPLOYMENT

U. S. Senator Hubert H. Humphrey
Democrat: Minnesota

PREPARED SPEECH OF U. S. SENATOR HUBERT H. HUMPHREY
FOR THE CONFERENCE ON VOCATIONAL EDUCATION MAY 5, 1977:

Thank you for inviting me to be a part of your Conference on Vocational Education, and for asking me to talk with you about our national policy on youth unemployment.

You have chosen an excellent time to hold this conference and to examine our youth employment policy. Congress is in the midst of debate and deliberation regarding a major new youth employment initiative. Clearly, your work has been of great value in keeping this tragic problem from becoming even more serious. We look to you for your help and your counsel.

I always have been a strong supporter of vocational education. Our vocational education programs are the oldest and largest programs for assisting our young people with their entry into the labor market. More importantly, they are the most successful. Today there are more than 17 million Americans of all ages enrolled in Federally supported vocational education programs, almost triple the number enrolled ten years ago.

The reason your programs are popular is not because they are easy. They are popular because they are the best way for many young people to overcome the single most significant barrier to their full participation in the world of work—a lack of good work skills. As a result, the unemployment rate among vocational education graduates during the first year out of school is just about half that of non-vocational graduates. That is a matter of record and indisputable proof of your achievements.

Since 1968, our vocational education programs have been subject to the scrutiny and creative talents of Advisory Councils for Vocational Education at both the national and state levels. Many of you are members of these councils. Under your excellent tutelage, our vocational education programs have become an outstanding example of how state and national programs can be responsive to the rapidly changing needs of our young people.

We have seen vocational education move, change and adapt with the times--responding to the need for job skills in a broad range of new and growing occupations.

I am very proud of the vocational education system in Minnesota. It is outstanding by any standard that could be applied.

At the Area Vocational Technical Institute in Hutchinson, Minnesota, for example, recent high school graduates are taught how to use sophisticated X-ray technology to measure the density of materials. These young people have job offers from throughout the country before they even complete the course. This kind of innovative vocational education program is an example of what is being done throughout my state and the country under your leadership.

The opportunity to develop job skills while still in school, the opportunity to try out different occupations as part of a vocational education program, and the opportunity to talk over career plans with a well-trained job counselor are major elements of vocational education. These elements have helped make your programs successful. We must use your institutions and your experience to the maximum possible extent in our new youth employment programs.

Now, more than ever, our nation's young people need employment and training programs that will provide the kind of help many youths receive today from vocational education.

All across the country, unemployment has dealt a devastating blow to the hopes and aspirations of our youth. In March, the unemployment rate among teenagers 16 to 19 years old was 18.8 percent. Among black teenagers, the unemployment rate was 40.1 percent, and in many of our central cities the unemployment rate exceeds 60 percent.

There are 3.4 million young Americans today under the age of 25 who want to work, who are knocking on doors that remain closed to them. These young people are ready, willing and eager to work, but there are no jobs for them.

This is a national tragedy and an unconscionable waste of one of our nation's most valuable resources. Almost every teenager and young adult I've met wants desperately to work and to be accepted as a productive and useful member of our society. They want jobs, they want to be productive, they want to earn their way, they want to be given a fighting chance.

You know this. You see these young people every day. You know the heavy burden of unemployment on young people--the feeling of alienation, apathy and anger that accompany their deep frustrations.

Enactment of a youth employment program will be an excellent investment in the future of this country, because the personal, social and economic costs of youth unemployment are enormous.

If we do not move swiftly to provide jobs and training for our youth today, we may well end up in the 1980's not only with a youth unemployment problem, but with a whole generation of middle-age Americans who have little or no job skills and who will need total rehabilitation to become productive and self-supporting workers.

Youth unemployment is also a major source of crime. In 1973, the last year for which we have comprehensive figures, 75 percent of those arrested for all serious crimes, 75 percent of those arrested for arson and for robbery and 85 percent of those arrested for vandalism, for burglary and for auto theft, were under the age of 25.

There is no way that we can reduce or eliminate crime in this country until we solve the problem of youth unemployment. The statistics are irrefutable--youth unemployment and crime rates go hand in hand.

The most direct and rapid way to alleviate youth unemployment is through specially-targetted youth employment and training programs. Because of the structural nature of the youth unemployment problem, economic recovery alone will not be sufficient to put many young people to work.

What needs to be done?

First, we must create a significant number of jobs that are specifically targetted at youth, and these jobs must be useful and productive to them and to their communities.

There is work to be done, and plenty of it. We have 40 million homes that need to be weatherized. We have thousands of miles of railbed that need to be rebuilt, homes throughout the nation that need repainting and refurbishing, school buildings that are deteriorating, forests that need replanting, children and elderly that need care, and countless special local needs that our young people could fulfill, and fulfill well.

It is a national tragedy and a national shame that so many of our youngsters are wasting their time and energies when there is so much work to be done.

Second, the job must provide some useful training.

Much of this must focus on basic job skills. Young people need to know how to get to work on time each morning, how to follow directions, how to punch a time clock. These are the most basic job skills, and they can't be learned sitting at home or on a street corner.

In addition, more specific skills also must be taught--construction skills, mechanical skills and bookkeeping skills, for example. We must look to vocational education to participate in and guide these training efforts.

Third, we should provide both full-time and part-time jobs, in both the public and private sectors. Young people who are out of school need full-time work, and we should provide it in abundance. But we shouldn't forget that many youth in school also need work just as desperately, to earn the money to stay in school, to contribute to family incomes, and to explore the requirements of different careers.

Finally, young people need good job counseling, good job information and good job placement services. They need the kinds of help and advice you provide your students.

The Youth Employment and Training Act, which the President has proposed and which Congress now is considering, will be an excellent start toward alleviating the problem of youth unemployment. The jobs created will be useful and productive, and they will provide good training in basic work skills.

But improvements are needed. I have submitted an amendment with Senator Javits that will add two important programs from our own proposal--the Comprehensive Youth Employment Act--which were not included in the Administration's program.

First, our bill includes a program to give practical work-experience for students still in school. This program would expand the work-study and on-the-job training programs for youth who are enrolled in secondary schools.

More than one million of our unemployed youth are in school and looking for part-time work. And many of them need to earn money to stay in school. The Administration's bill is targetted only at out-of-school youth and overlooks the desperate need of many young people who have made the decision to stay in school and finish their educations.

An unfortunate side effect of the decision to target jobs on out-of-school youth is that it provides an incentive for youth to drop out of school in order to qualify for a job created by this proposal. This would be a terrible mistake.

Our amendment makes it possible for local governments and school boards to work together to develop meaningful work-study programs. These programs would be open to vocational and non-vocational students.

Second, our bill included an Occupational Information and Career Guidance proposal that would place trained job counselors in our nation's high schools and junior colleges.

Our bill would establish a national entry level job data bank that would be connected to computer terminals in schools of all kinds and in neighborhood youth centers. It would set up a program to train new job counselors and upgrade existing counseling services.

New legislation and new programs are part of the answer to help our nation's unemployed youths. But more must be done.

We must continue to expand and improve existing measures that have proven so effective for millions of our young people. The job you do as you oversee and update state vocational education programs makes these among the most effective we have.

Certainly, a first priority must be to keep vocational education healthy and innovative. In doing this we will be providing a significant model for the structuring of all of our programs to make our young people proud and valuable contributors to the material and social well being of America.

The time has come to transform despair among unemployed young people into hope, to make our promises become realities, and to give all our people a share in the future of America. I know you join me in a common dedication to this vital task.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Malcolm R. Lovell, Jr.
Chairman, NACVE Task Force on Manpower
President, Rubber Manufacturers of America

Thank you very much. Getting people back into this room after listening to Senator Humphrey is somewhat akin to getting the animals back into the Ark after the flood is over.

What we're going to try to do this morning, in the last hour, is to ask our panel to discuss the youth unemployment issue; not only to reiterate, as I guess we all will, how important it is and that vocational education has a vital role in that process, but to try to deal with some of the difficulties of solving it.

We would have solved the youth unemployment problem years ago if it were easy to solve. The fact that it has not been solved is not because we're all evil and callous people. It is because there are some very substantial problems involved in it and I am going to try, in my role as Moderator, to hold my panel participants to the tough issues where they have to sort of grapple with the things they are not sure of, rather than to give you all the convenient things that they, and perhaps you, know so well.

I'm also going to ask each member to, at the maximum, recognize the Congressional five-minute rule. If they could possibly pare that down to four minutes, or even three, if what they have to say is so succinct and so wise that it does not need elaboration, that would be welcome.

Now, rather than to have any logic in choosing between these various individuals, I will sort of choose at random. I will move my finger around clockwise, and the one I land on I'll do first. It may be somebody who's not on the panel.

But it's Charles Radcliffe, who's been Minority Council on the Education and Labor Committee of the United States House of Representatives probably forever, certainly as long as I've been around, and that's almost forever.

But we're delighted to have you, Charley, you're a most knowledgeable person in this field, and I await with interest your succinct, candid observations.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Charles Radcliffe
Minority Council
Education and Labor Committee
U. S. House of Representatives

Mac, I await them with interest, too. What Mac doesn't know about the five-minute rule in the House of Representatives--it doesn't pertain to the Senate--is that it's really a minimum of fifteen minutes.

Somebody said that Senator Humphrey is a hard act to follow and indeed he is. But I would like to personally say that more than just an inspiring address--and it was--I found, as I listened, the most cogent analysis of the problem and the problems we're dealing with, that I have heard in many years.

It really makes me proud to be an employee of the Congress, to have a representative of the Congress, and of the people, with that grasp of the problems with which we're dealing here.

As Senator Humphrey pointed out, it's not just a problem of youth unemployment that we're concerned about, although that is the focus of this conference. And I'm not going to repeat the statistics that you heard last night from Assistant Secretary Green. I think all of you know the magnitude of this problem.

But it's also a problem that impacts on the quality of life in America, and one, I think, can very likely be demonstrated, that follows these young people throughout their lives and becomes a cumulative problem.

In my own judgment, I believe--from having spent not all the time in the world, Mac, but nearly fifteen years dealing with these issues--that we really face today a crisis in human resource utilization every bit as complex, every bit as urgent, and every bit as dangerous as the energy crisis. And I think we do need a comprehensive attack on it.

One of the things that we must have is leadership from vocational education. And I think we're getting that. But I would again urge, as I have before, that vocational educators, to the extent that they still have a defensive posture, drop it, because they have much to tell the rest of education about how we get this act together, how we bring education to the community and the family, and how to make a coherent and comprehensive attack on the problems of unemployment and, of course, particularly youth unemployment.

Mac asked us to focus--and I wasn't prepared to do this--on a particular problem. I know that many of you in this room think that we were somewhat extravagant in the recent vocational legislation, with our references to sex bias and sex stereotyping. And yet I see this personally, from having listened to the testimony before our Committee for over a year, as being one of the major problems that we have to deal with in attacking youth unemployment and unemployment generally.

Do you ladies and gentlemen, for example, know that the average female college graduate in the work force is paid less than the average male high school dropout in the work force? Now, I would submit to you that that is just one indication of the magnitude of that particular aspect of youth unemployment and of unemployment generally in America.

But it's one, I think, that we must deal with successfully. Mac asked for ways to do this. I don't know. We started an attack on this with the Education Amendments of 1976, with the vocational education part of it. We continued that with the recent bill passed in the House of Representatives--the Career Education Act.

But I think that much, much more needs to be done on this, and all other problems of this kind that we face.

Mac, I hope I haven't exceed my five minutes, for I'm finished.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Joan Wills
Director, Employment and
Vocational Education
National Governor's Conference

Thank you for the compliment, and I will tell you how I'm going to increase our effectiveness. I'm hiring Ruth Tagman and she'll be at the office bright and early Monday morning. I am the culprit that delightfully has stolen Ruth from you.

What I'd like to say now, and it's important, is that I'm delighted to see some state manpower services council people in the audience. It's not just because they're in the audience, it's because I think one of the great opportunities and, indeed, one of the responsibilities we have at state and local level, is to insure that we're talking together, and that we begin to solve our common problems together, and stop the nonsensical turf fights.

The reason I mention turf fights is because I was asked to try to be succinct about what some of the problems might be in some of this new youth legislation, and this is a concern and worry, and something that we can ill-afford to continue to perpetuate as we try to solve the problems of youth unemployment.

Let me highlight what I think are some of the key, as yet undecided, dilemmas that are reflected in all the different versions of the youth legislation.

The first we'll call eligibility. Grand debates have been raging, perhaps more so in the House than in the Senate, about who this program should be targeted to. Now, it's a very schizophrenic kind of situation. Should it go for the totally economic disadvantaged or should it be more widespread?

Yes, it is very true that a lot of young people, no matter what the family income is, are unemployed. What can we do to maximize the scarce resources that will be made available to us? We must keep in mind that there are only going to be around 200,000 plus young people that can be served in this program over a year's period of time, with an unemployment rate of three and a half million plus for young people. We need to be very cautious as we look back at this in another year or so and say, "Was it a success or a failure? Did we pour money down a rathole?"

I would say that, "No, we probably will not have poured money down a rathole, but we will not be able to meet all the needs of the young people and let us have no illusions about that."

We also have a critical problem in terms of the new youth legislation. It's called "lack of information". That, politically, gets translated into how you can decide who's going to get the money and on what formula basis.

We don't know, and I see you're having workshops on the occupational information coordinating activities later on this afternoon. We need to seriously sit down at the state and local levels and start working out together a common data basis; common information so that we are all speaking out of the same mouth if at all possible.

This is a critical problem that we see with the bill. There's no good solution, and Malcolm said to talk about why we don't have easy answers. I happen to think that Ray Marshall was very correct when he was at St. Simon's island to push very hard to get money set aside for youth unemployment in an economic stimulus package. It had to be done and he was right.

That has produced, though, some schizophrenia that we must be concerned about. Because I think we're all very much aware that the problems of youth unemployment are structural in nature and, though they're exasperated by the recession that we're in, they will be with us even if we have a four percent unemployment problem.

I would like, very briefly, to tell something that's going on on the House side, and it'll be fun to watch how it gets handled in the Conference Committee. I think it's important for you to know about.

Without going into long detail about the House and Senate versions, one of the ideas that has come from the House that will, no doubt, be in their bill when it's passed, is a guaranteed part-time job. It's called the "Saracen's Approach". Congressman Saracen, from Connecticut, took a hard look at dropout rates, education levels of attainment, et cetera, and came up with a fairly logical conclusion. Perhaps that's one of the things that we need to do--and I know that you would agree--is to insure that young people go back into school if they've dropped out, or that they stay in school.

There will be an experimental program--a guaranteed part-time job for economically disadvantaged young people who stay in school. If this goes through, one of the great opportunities we have at the local level is for the vocational local education programs to work very closely with the local elected officials. And folks, I'm here to tell you, local elected officials are not going to go away.

So you'd better start dealing. You've got a great opportunity to experiment if this particular piece of legislation goes through.

We can ill afford the false battles that we've had in the past between a manpower program being better than a vocational educational program or vice versa. It doesn't make any difference to the young people.

Let's always keep that in mind.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Dr. James O'Connell
Professional Staff Member
Subcommittee on Employment,
Poverty and Migratory Labor
U. S. Senate

Thank you very much, Mr. Chairman, and thanks so much for the opportunity to address the National and State Vocational Educational Advisory Councils on the problem of youth unemployment. This is a severe situation and I appreciate the opportunity to talk about where we are in the Senate with this problem.

First of all, I'd like to address myself to that five-minute rule, if I may. I understand, by looking at your program, that you have had the Chairman of the Human Resources Committee, Senator Williams, and the co-author of the Humphrey-Javitts Bill S.170, the co-author of the Javitts-Humphrey Amendment #184, Senator Humphrey, for about twenty-five minutes this morning or so.

So if I go over that, just a little bit, on the grounds of equal time, I hope you'll forgive me.

Last September, as many of you may know, the Joint Economic Committee held a day of hearings on the problem of youth unemployment. After that day Senator Javitts called me to his office and asked me, as an economist on the Human Resources Committee, why the youth unemployment rate was staying so high.

I explained to him that it seemed to have become a more endemic problem in the American labor force than it had been in the past. We had found that the ratio between adult unemployment and youth unemployment was increasing, that it now represented something like 35 percent of adult unemployment, and that youth unemployment was half of the total amount of unemployment in the country.

I pointed out to him that the structural character of it would require more than just the reliance on normal economic growth. He pointed out to me that, here we were, last September or October, eighteen months into the recovery, with the unemployment rate among youths just as high, if not higher, than it had been during the bottom of the recession.

He gave me the task of developing for him a piece of legislation that would address itself to three major ideas.

First, he wanted it to be targeted on the disadvantaged. He felt that although the problem of youth unemployment existed among all income groups, it was far more severe among the disadvantaged.

Secondly, he wanted it addressed to the long-run problems as well as the short-run problems. Senator Javitts believes that it's fine to provide public service jobs and public works jobs for unemployed youth, but that's basically a short-run solution. What we need most importantly are long-run solutions tied into occupational information and occupational training, and it's a preparation for ultimate permanent, unsubsidized employment in the private sector.

He said that it was not enough to deal with the short-run problems because that would never remove the competitive disadvantage that characterizes so many young people in the labor market today.

Third and finally, he said he wanted to bring together the educators and the manpower administrators at the prime sponsor level. If I may use the rest of my time to concentrate on this last part I think I would be addressing what our Chairman has requested, and that is one of the more difficult issues that we face.

It simply makes no sense to have two competing systems dealing with youth unemployment in this country. So what we forged, working with Senator Humphrey's staff, was a plan which, by the way, was accepted by the employment subcommittee yesterday during our markup of the youth employment bill; a plan to have a prime sponsor set aside and earmark 15 percent of his formula-determined allocation for programs for in-school youth that would be based upon contracts signed by the prime sponsor and the local education agencies.

This is a forced marriage. If the prime sponsor and the local education agency are unable to come to an agreement as to the kind of in-school program to operate, they may not utilize these 15 percent funds.

Now, talk about a controversial area! Not only is this controversial with prime sponsors around the country, but it's also controversial among the educators.

However, we felt we had to force a marriage here. We spent a lot of time trying to encourage, to foster, and to assist, but encouraging, fostering, and assisting has not brought these competing groups together. What we've had, and what was originally in, I'm afraid to say, part of the Administration's youth bill, was the Neighborhood Youth Corp warmed over. That is, summer jobs and after-school jobs for school youths.

Why not cooperative education? Why not work study? Why are we unable to bring together the prime sponsor and the local education agency? So--we proposed this amendment and it has been accepted and we intend to bring it to the floor. If you agree with this approach, recognizing all of the difficulties involved with it, I urge you to write to your Senators and your Congressman and tell them that you think the 15 percent set-aside is the way we ought to go.

If not, if you don't agree, well, then you should write and tell them that, too, because we've got to find out if this is the way we should be going.

Let me read to you, if I may, from the draft of the Subcommittee print that we agreed to yesterday explaining this 15 percent set-aside:

"Of the funds allocated to each prime sponsor, under this section, not less than 15 percent shall be utilized for programs, carried out pursuant to an agreement between the prime sponsor and the local education agency or agencies. Each agreement shall describe in detail the employment opportunities and the appropriate training and supportive services for eligible applicants who are enrolled or who agree to enroll in a full-time program leading to a secondary school diploma, a junior or community college degree, or a technical or trade school certificate of completion."

We also have provided for a Youth Subcouncil of the Manpower Planning Council which includes, by the way, representatives of the local vocational education advisory council, and we want that council to review the plan and the agreement that's signed between the local education agency and the prime sponsor.

We have an entire section--which I won't take any more of my Chairman's time to read to you--an entire section that deals with work experience programs for in-school youths. We want that work experience program to be the product of joint consultations, with the education agencies, the unions and the business people in a given prime sponsor area.

We think we're breaking new ground here and Senator Javits is prepared to go to the wall with this particular approach. I believe that it represents an innovation and, finally, a way of achieving a marriage between groups dealing with the same problem of youth unemployment.

Once again, thank you so much for your time and your interest, and thank you, Mr. Chairman.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Phyllis Williams
Assistant CETA Director
Chicago, Illinois

I'd like to first start out by saying that Mr. Samuel Bernstein, CETA Director for Chicago, offers apologies for not being able to speak in front of such a distinguished group, but that he would like for me to offer some recommendations, as well as some ideas that are particularly related to the cities, and particularly to the city of Chicago.

We feel that we have isolated incidents which should be brought to the attention and, at some point, dealt with, by the advisory councils that deal with cities and with the city of Chicago.

Now, everybody in this room is well aware of the alarming rates of unemployment for workers under 25 years of age, particularly among those who are black and living in urban areas. However, to put this in perspective, just for a moment I'd like to share with you some of the statistics and numbers that relate to the number of youth who are unemployed within our city.

In Chicago the total number of 14 through 21 population represents 480,000 youth, 80,000 of which fall within the poverty income levels and 75,000 of which are in that poverty level which are not working in the labor force. So, as you can see, we are dealing with a high percentage of youth in Chicago.

Now, even though there is a decline in the population of the city, there is an increase in the number of youth who are unemployed and are in need of employment activities and services for them within our city.

We believe the Comprehensive Employment and Training Act, CETA, is the appropriate vehicle to launch major activities and initiatives for the youth unemployment program. CETA has, since its inception, increasingly served as the mechanism for building a youth unemployment system at the local level.

Under CETA, the federal manpower role was reduced and local governments were given increased flexibility to shape programs to locally determined priorities. State and local officials were able to experiment with ideas that had never been tried before. In a growing number of cities CETA youth programs are not simply an employment effort but an endeavor linking the school with the workplace, the private sector and labor with public resources, supportive services with skill training, and CETA dollars with other federal and local funds.

We've all listened to the comments and speech of Senator Williams, as well as Senator Humphrey, on this new comprehensive legislative bill that will be introduced and, hopefully, will provide additional dollars to resolve the youth unemployment program. Some of the details which I think are very relevant and that you should be aware of, particularly in light of the city situation, are the following.

In terms of the allocations which they outline, the methodology which they are using relies heavily on a project approach, and if you take into consideration that the highest need for youth unemployment areas fall within the city, if the project approach is the one utilized then there is a possibility that the cities could be left out in terms of their needs in not having an accurate and equitable distribution of the funds that will be provided.

The allocation has also been based on an overall unemployment youth bill. I feel that when you're dealing with youth legislation, that youth unemployment should be the statistics that should be utilized in determining the allocation formula.

The program design also offers a few problems which I'd like to point out. Primarily that, under A, the Conservation Corps aspect of it, the program seems to relate primarily to rural areas. Under B, for the Community Improvement aspect, there are short-term projects which do not provide for skilled training experience consistent with local labor market needs. And C, the area that provides work experience, does not appear to involve private industry.

Last but not least, we had an ongoing summer youth employment program, in existence for the last three years, which in Chicago employs 46,000 participants who work in work-experience jobs over a nine-week period. There seems to be no linkage between this particular program and the new youth legislation material that's being provided.

Now, since I only have four minutes--I had a great deal of material that I was going to share with you--I'd like to offer just a picture of the current situation, some elements of the problems, and some goals that we would like to see accomplished, some of which have already started to be implemented.

Before I go into this, one of the things that Senator Humphrey emphasized was the need for representatives here to go and talk to their Congressional delegation, as well as the Senators, in terms of pushing this youth employment and training act of 1977.

But I understand there is a House version and that there are all kinds of negotiations that still have to take place. All of this means additional time, which will delay the money that will be getting to the cities, as well as the prime sponsors, in order for us to implement the programs.

The current situation is this: youth between the ages of 15 and 17 have expressed employment as their highest-felt need. In addition to supplementing their family income, youth need gainful employment in order to enhance their sense of self-esteem and to provide them with a learning tool and success experience separate from the school environment which has been their only other concept of career development. Employment provides a relevant learning experience, a sense of discipline, and often is the major impetus to acquire additional training and education.

Now, the implements of the problem can be outlined as follows. There seems to be a lack of relevant, free vocational training--how to fill out applications, interviewing techniques, where to look, career planning, et cetera. There seems to be outdated restrictive laws which relate to employment possibilities for youth and no realistic job market projections which can be used and disseminated to those who need to know this information.

The job acquiring process is biased towards adults. Publications and interviews are not geared to youth. Employment interviewers are not sensitive to the needs and capabilities of youth. The state and federal governments do not provide realistic incentives to the private sector to employ youth, and this is another feature which doesn't seem to be highlighted in this new legislation.

Both youth and employers of youth perceive entrance level positions as dead end. Employers who do not hire youth do not intend, nor provide for, realistic upward and lateral mobility. There is a whole socialization process that needs to be accomplished with the young people today so that they can appreciate the experience, the worth, and the value of vocational and technical education jobs, or training which then leads to jobs.

And last, youth employment programs funded by the Department of Labor are ineptly administered and largely ineffective.

Now, the goals that we would like to see accomplished are that state and federal legislation and funding guidelines mandate that pre-vocational training be incorporated as an integral component of school systems and relevant youth-serving agencies; that comprehensive revision of child labor laws and legislation which unnecessarily restrict youth's access to the labor market also be improved, studied and changed; and that there be effective dissemination of job market projections to those who have the need to know this information, and who do not ordinarily have access to that information through the educational system.

There also needs to be federal affirmative action guidelines which guarantee our youths right to gainful employment; federal and state governments must provide tangible incentives to the private and public sector to employ youth, such as on-the-job training moneys, tax rebates, et cetera; and last, youth manpower programs must solicit increased community participation in planning and the administration of their projects.

I'd like to end by saying that there are a range of manpower resources and institutions which obviously need to coordinate their activities in order for us to come anywhere close to resolving the youth unemployment problem. I hope that in the meetings you will be attending, and when you return to your particular states, that you will keep this in mind and try to work closely with the Illinois Bureau of Employment Security, the prime sponsors, and all of those agencies for which the responsibility is particularly theirs.

Thank you.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Dr. Marvin Feldman
President, Fashion Institute of
Technology of New York
Member, NACVE

Thanks. I'm going to get in trouble. You know, Dr. Mary Ellis, Ellis Associates, was supposed to be here today and her physician insisted that she rest up, so I really can't wait to hear what I have to say.

I was called about an hour ago and was told that her topic was the role of the post-secondary sector in this whole youth employment area, so let me see if I can stir you up and you all a little angry. And don't confuse the message with the messenger. I think some of us are close enough you'll let me get away with some of this.

The fact of the matter is, I really believe that the post-secondary sector is probably going to play a disproportionate role in this whole effort--in this legislation--and let me tell you why. We're talking about over a thousand institutions that have over four million people enrolled, strategically located both in urban and in the suburban areas, with a sponsorship that is local and does meet the criteria of the local sponsors and that have absolute commitment to the whole issue of technical, vocational job placement.

They have experience in cooperative education, experience dealing with advisory councils--and dealing with the private sector particularly--and a willingness for many reasons to hook up and deal with all kinds of linkages that even now do not exist.

And there are all kinds of motivating factors behind this: the demography itself, the drop in the 17 to 24 year-olds which will begin in 1980 and go through 1998 and, in some states, a drop of about 40 percent, that has got these people all stirred up and looking at new targets.

And they're going to look at those targets. The message I got from Senator Humphrey was the need for more precision in identifying the various aspects of youth unemployment, the nature of youth unemployment, and the issue in the long, long, long range--the issue being in the private sector. I think that the community colleges, technical institutes, post-secondary area schools, all have this kind of capability.

The second, third or fourth, or wherever I am, fact is that vocational education today, as I view it, is almost over-subscribed. I've yet to visit a vocational school around this country that doesn't have waiting lists. And now there's a question of resources. Have we provided enough resources in the secondary and the post-secondary sector to respond to these new targets and these new learners? I have great questions about this?

There's a lot of work to be done and there's a lot of good models out there. For example, we have in our own city a number of programs. One that comes to mind is just marvelous. It's called Wildcat. The Wildcat program is doing all kinds of jobs that just weren't being done before--cleaning public buildings, getting our zoos put together, even our entire security force at FIT is made up of Wildcats. And this type of program will be expanded, with more and more people having opportunities in these work experiences.

But when you cut through this particular target and get into the next target--to get a job and hold a job and develop a career in an increasingly complex industry--this is going to require a different order of education in training. I believe that the community colleges, technical institutes, area vocational schools--the whole secondary sector--is probably going to be the major vehicle of delivering this.

PANELISTS

REMARKS ON YOUTH UNEMPLOYMENT

Malcolm R. Lovell, Jr.
Chairman, NACVE Task Force on Manpower
President, Rubber Manufacturers of America

Before we start the discussion let me just make one comment about my views on the nature of the youth force. There are approximately 1,700,000 teenaged youth that are out of work today.

Actually, when you look at the youth labor market there are probably ten times that. In other words, the number of youth who are in the work force in that age group is around seventeen million. And these people are all affected by this problem.

First of all, this is an age of experimentation. No youth wants to get the first job and stay in that as long as they live. Heaven forbid! It makes a lot of sense that they have more experimentation at that age. So you expect mobility.

And, really, in a sense what we're trying to do is increase the options and decrease the period of wait between experimental stations. We're not talking about youth just getting on public jobs or just going to a private sector, but we expect, and want, them to move and I would also suspect that we would want the educational system, and particularly the vocational educational component of that, to be working with them as they move through it, as their levels of aspirations change, as their knowledge and regard for their skills change.

So, some sort of integration of our educational components with these work stations, as they are chosen by the individual, is necessary. I think it is the demographic portrayal of the problem we are discussing, not how do we find jobs for 1,700,000 out-of-work youths. How do we help the process for the seventeen to twenty million people in this age group emerging into the labor force in the United States?



REMARKS OF SENATOR HUBERT H. HUMPHREY

CONFERENCE ON VOCATIONAL EDUCATION

Washington, D. C.

May 5, 1977

Thank you for inviting me to be a part of your Conference on Vocational Education, and for asking me to talk with you about our national policy on youth unemployment.

You have chosen an excellent time to hold this conference and to examine our youth employment policy. Congress is in the midst of debate and deliberation regarding a major new youth employment initiative. Clearly, your work has been of great value in keeping this tragic problem from becoming even more serious. We look to you for your help and your counsel.

I always have been a strong supporter of vocational education. Our vocational education programs are the oldest and largest programs for assisting our young people with their entry into the labor market. More importantly, they are the most successful. Today there are more than 17 million Americans of all ages enrolled in Federally supported vocational education programs, almost triple the number enrolled ten years ago.

The reason your programs are popular is not because they are easy. They are popular because they are the best way for many young people to overcome the single most significant barrier to their full participation in the world of work -- a lack of good work skills. As a result, the unemployment rate among vocational education graduates during the first year out of school is just about half that of non-vocational graduates. That is a matter of record and indisputable proof of your achievements.

Since 1968, our vocational education programs have been subject to the scrutiny and creative talents of Advisory Councils for Vocational Education at both the national and state levels. Many of you are members of these councils. Under your excellent tutelage, our vocational education programs have become an outstanding example of how state and national programs can be responsive to the rapidly changing needs of our young people.

We have seen vocational education move, change and adapt with the times -- responding to the need for job skills in a broad range of new and growing occupations.

I am very proud of the vocational education system in Minnesota. It is outstanding by any standard that could be applied.

At the Area Vocational Technical Institute in Hutchinson, Minnesota, for example, recent high school graduates are taught how to use sophisticated X-ray technology to measure the density of materials. These young people have job offers from throughout the country before they even complete the course. This kind of innovative vocational education program is an example of what is being done throughout my state and the country under your leadership.

The opportunity to develop job skills while still in school, the opportunity to try out different occupations as part of a vocational education program, and the opportunity to talk over career plans with a well-trained job counselor are major elements of vocational education. These elements have helped make your programs successful. We must use your institutions and your experience to the maximum possible extent in our new youth employment programs.

Now, more than ever, our nation's young people need employment and training programs that will provide the kind of help many youths receive today from vocational education.

All across the country, unemployment has dealt a devastating blow to the hopes and aspirations of our youth. In March, the unemployment rate among teenagers 16 to 19 years old was 18.8 percent. Among black teenagers, the unemployment rate was 40.1 percent, and in many of our central cities the unemployment rate exceeds 60 percent.

There are 3.4 million young Americans today under the age of 25 who want to work, who are knocking on doors that remain closed to them. These young people are ready, willing and eager to work, but there are no jobs for them.

This is a national tragedy and an unconscionable waste of one of our nation's most valuable resources. Almost every teenager and young adult I've met wants desperately to work and to be accepted as a productive and useful member of our society. They want jobs, they want to be productive, they want to earn their way, they want to be given a fighting chance.

You know this. You see these young people every day. You know the heavy burden of unemployment on young people -- the feeling of alienation, apathy and anger that accompany their deep frustrations.

Enactment of a youth employment program will be an excellent investment in the future of this country, because the personal, social and economic costs of youth unemployment are enormous.

If we do not move swiftly to provide jobs and training for our youth today, we may well end up in the 1980's not only with a youth unemployment problem, but with a whole generation of middle-age Americans who have little or no job skills and who will need total rehabilitation to become productive and self-supporting workers.

Youth unemployment is also a major source of crime. In 1973, the last year for which we have comprehensive figures, 75 percent of those arrested for all serious crimes, 75 percent of those arrested for arson and for robbery and 85 percent of those for vandalism, for burglary and for auto theft, were under the age of 25.

There is no way that we can reduce or eliminate crime in this country until we solve the problem of youth unemployment. The statistics are irrefutable -- youth unemployment and crime rates go hand in hand.

The most direct and rapid way to alleviate youth unemployment is through specially-targetted youth employment and training programs. Because of the structural nature of the youth unemployment problems, economic recovery alone will not be sufficient to put many young people to work.

What needs to be done?

First, we must create a significant number of jobs that are specifically targetted at youth, and these jobs must be useful and productive to them and to their communities.

There is work to be done, and plenty of it. We have 40 million homes that need to be weatherized. We have thousands of miles of railbed that need to be rebuilt, homes throughout the nation that need repainting and refurbishing, school buildings that are deteriorating, forests that need replanting, children and elderly that need care, and countless special local needs that our young people could fulfill, and fulfill well.

It is a national tragedy and a national shame that so many of our youngsters are wasting their time and energies when there is so much work to be done.

Second, the job must provide some useful training.

Much of this must focus on basic job skills. Young people need to know how to get to work on time each morning, how to follow directions, how to punch a time clock. These are the most basic job skills, and they can't be learned sitting at home or on a street corner.

In addition, more specific skills also must be taught -- construction skills, mechanical skills and bookkeeping skills, for example. We must look to vocational education to participate in and guide these training efforts.

Third, we should provide both full-time and part-time jobs, in both the public and private sectors. Young people who are out of school need full-time work, and we should provide it in abundance. But we shouldn't forget that many youth in school also need work just as desperately, to earn the money to stay in school, to contribute to family incomes, and to explore the requirements of different careers.

Finally, young people need good job counseling, good job information and good job placement services. They need the kind of help and advice you provide your students.

The Youth Employment and Training Act, which the President has proposed and which Congress now is considering, will be an excellent start toward alleviating the problem of youth unemployment. The jobs created will be useful and productive, and they will provide good training in basic work skills.

But improvements are needed. I have submitted an amendment with Senator Javits that will add two important programs from our own proposal -- the Comprehensive Youth Employment Act -- which were not included in the Administration's program.

First, our bill includes a program to give practical work-experience for students still in school. This program would expand the work-study and on-the-job training programs for youth who are enrolled in secondary schools.

More than one million of our unemployed youth are in school and looking for part-time work. And many of them need to earn money to stay in school. The Administration's bill is targetted only at out-of-school youth and overlooks the desperate need of many young people who have made the decision to stay in school and finish their educations.

An unfortunate side effect of the decision to target jobs on out-of-school youth is that it provides an incentive for youth to drop out of school in order to qualify for a job created by this proposal. This would be a terrible mistake.

Our amendment makes it possible for local governments and school boards to work together to develop meaningful work-study programs. These programs would be open to vocational and non-vocational students.

Second, our bill included on Occupational Information and Career Guidance proposal that would place trained job counselors in our nation's high schools and junior colleges.

Our bill would establish a national entry level job data bank that would be connected to computer terminals in schools of all kinds and in neighborhood youth centers. It would set up a program to train new job counselors and upgrade existing counseling services.

New legislation and new programs are part of the answer to help our nation's unemployed youths. But more must be done.

We must continue to expand and improve existing measures that have proven so effective for millions of our young people. The job you do as you oversee and update state vocational education programs makes these among the most effective we have.

Certainly, a first priority must be to keep vocational education healthy and innovative. In doing this we will be providing a significant model for the structuring of all our programs to make our young people proud and valuable contributors to the material and social well being of America.

The time has come to transform despair among unemployed young people into hope, to make our promises become realities, and to give all our people a share in the future of America. I know you join me in a common dedication to this vital task.

#

Mr. E. Holt Ch. St. Ramsey
Hosp

① Jim Nash

REMARKS OF SENATOR HUBERT H. HUMPHREY

① Bob Brereton Min
Chr. Assoc.
Council
CONFERENCE ON VOCATIONAL EDUCATION

State Advisory Council on
Voc Ed
WASHINGTON, D. C.
National Advisory Council
on Voc Ed
MAY 5, 1977

Van Tries Min. State
Dir. of
Voc Ed.

THANK YOU FOR INVITING ME TO BE A PART OF YOUR CONFERENCE
ON VOCATIONAL EDUCATION, AND FOR ASKING ME TO TALK WITH YOU
ABOUT OUR NATIONAL POLICY ON YOUTH UNEMPLOYMENT.

YOU HAVE CHOSEN AN EXCELLENT TIME TO HOLD THIS CONFERENCE
AND TO EXAMINE OUR YOUTH EMPLOYMENT POLICY. CONGRESS IS IN THE
MIDST OF DEBATE AND DELIBERATION REGARDING A MAJOR NEW YOUTH
EMPLOYMENT INITIATIVE. CLEARLY, YOUR WORK HAS BEEN OF GREAT
VALUE IN KEEPING THIS TRAGIC PROBLEM FROM BECOMING EVEN MORE
SERIOUS. WE LOOK TO YOU FOR YOUR HELP AND YOUR COUNSEL.

I ALWAYS HAVE BEEN A STRONG SUPPORTER OF VOCATIONAL
EDUCATION. OUR VOCATIONAL EDUCATION PROGRAMS ARE THE OLDEST
AND LARGEST PROGRAMS FOR ASSISTING OUR YOUNG PEOPLE WITH THEIR
ENTRY INTO THE LABOR MARKET.

MORE IMPORTANTLY, THEY ARE THE MOST SUCCESSFUL. } TODAY THERE
ARE MORE THAN 17 MILLION AMERICANS OF ALL AGES ENROLLED IN

FEDERALLY SUPPORTED VOCATIONAL EDUCATION PROGRAMS, ALMOST

TRIPLE THE NUMBER ENROLLED TEN YEARS AGO.

dramatic increase

↳ THE REASON YOUR PROGRAMS ARE POPULAR IS NOT BECAUSE THEY

ARE EASY. ↳ THEY ARE POPULAR BECAUSE THEY ARE THE BEST WAY FOR

MANY YOUNG PEOPLE TO OVER COME THE SINGLE MOST SIGNIFICANT

BARRIER TO THEIR FULL PARTICIPATION IN THE WORLD OF WORK -- A

LACK OF GOOD WORK SKILLS. ↳ AS A RESULT, THE UNEMPLOYMENT RATE

AMONG VOCATIONAL EDUCATION GRADUATES DURING THE FIRST YEAR

OUT OF SCHOOL IS JUST ABOUT HALF THAT OF NON-VOCATIONAL GRADUATES.

THAT IS A MATTER OF RECORD AND INDISPUTABLE PROOF OF YOUR

ACHIEVEMENTS.

L SINCE 1968, OUR VOCATIONAL EDUCATION PROGRAMS HAVE BEEN
SUBJECT TO THE SCRUTINY AND CREATIVE TALENTS OF ADVISORY COUNCILS
FOR VOCATIONAL EDUCATION AT BOTH THE NATIONAL AND STATE LEVELS.

L MANY OF YOU ARE MEMBERS OF THESE COUNCILS. UNDER YOUR EXCELLENT
TUTELAGE, OUR VOCATIONAL EDUCATION PROGRAMS HAVE BECOME AN
OUTSTANDING EXAMPLE OF HOW STATE AND NATIONAL PROGRAMS CAN BE
RESPONSIVE TO THE RAPIDLY CHANGING NEEDS OF OUR YOUNG PEOPLE.

L WE HAVE SEEN VOCATIONAL EDUCATION MOVE, CHANGE AND ADAPT
WITH THE TIMES -- RESPONDING TO THE NEED FOR JOB SKILLS IN A
BROAD RANGE OF NEW AND GROWING OCCUPATIONS.

L I AM VERY PROUD OF THE VOCATIONAL EDUCATION SYSTEM IN
MINNESOTA. L IT IS OUTSTANDING BY ANY STANDARD THAT COULD BE
APPLIED.

At the Area Vocational Technical Institute in Hutchinson,
Minnesota, for example, recent high school graduates are taught
how to use sophisticated X-ray technology to measure the density
of materials. These young people have job offers from throughout
the country before they even complete the course. This kind of
innovative vocational education program is an example of what
is being done throughout my state and the country under your
leadership.

The opportunity to develop job skills while still in school,
the opportunity to try out different occupations as part of a
vocational education program, and the opportunity to talk over
career plans with a well-trained job counselor are major elements
of vocational education.

↳ THESE ELEMENTS HAVE HELPED MAKE YOUR PROGRAMS SUCCESSFUL.

↳ WE MUST USE YOUR INSTITUTIONS AND YOUR EXPERIENCE TO THE

MAXIMUM POSSIBLE EXTENT IN OUR NEW YOUTH EMPLOYMENT PROGRAMS.

↳ NOW, MORE THAN EVER, OUR NATION'S YOUNG PEOPLE NEED EMPLOYMENT
AND TRAINING PROGRAMS THAT WILL PROVIDE THE KIND OF HELP MANY
YOUTHS RECEIVE TODAY FROM VOCATIONAL EDUCATION.

ALL ACROSS THE COUNTRY, UNEMPLOYMENT HAS DEALT A DEVASTATING
BLOW TO THE HOPES AND ASPIRATIONS OF OUR YOUTH. ↳ IN MARCH, THE
UNEMPLOYMENT RATE AMONG TEENAGERS 16 TO 19 YEARS OLD WAS 18.8
PERCENT. ↳ AMONG BLACK TEENAGERS, THE UNEMPLOYMENT RATE WAS 40.1
PERCENT, AND IN MANY OF OUR CENTRAL CITIES THE UNEMPLOYMENT RATE
EXCEEDS 60 PERCENT.

↳ THERE ARE 3.4 MILLION YOUNG AMERICANS TODAY UNDER THE AGE OF 25 WHO WANT TO WORK, WHO ARE KNOCKING ON DOORS THAT REMAIN

CLOSED TO THEM. ↳ THESE YOUNG PEOPLE ARE READY, WILLING AND EAGER

TO WORK, BUT THERE ARE NO JOBS FOR THEM.

Ready? yes, but only in part - lack skills

↳ THIS IS A NATIONAL TRAGEDY AND AN UNCONSCIONABLE WASTE

OF ONE OF OUR NATION'S MOST VALUABLE RESOURCES. ↳ ALMOST EVERY

TEENAGER AND YOUNG ADULT I'VE MET WANTS DESPERATELY TO WORK AND

TO BE ACCEPTED AS A PRODUCTIVE AND USEFUL MEMBER OF OUR SOCIETY.

↳ THEY WANT JOBS, THEY WANT TO BE PRODUCTIVE, THEY WANT TO EARN THEIR

WAY, THEY WANT TO BE GIVEN A FIGHTING CHANCE.

↳ YOU KNOW THIS, ↳ YOU SEE THESE YOUNG PEOPLE EVERY DAY. YOU

KNOW THE HEAVY BURDEN OF UNEMPLOYMENT ON YOUNG PEOPLE -- THE FEELING

OF ALIENATION, APATHY AND ANGER THAT ACCOMPANY THEIR DEEP

FRUSTRATIONS.

ENACTMENT OF A YOUTH EMPLOYMENT PROGRAM WILL BE AN EXCELLENT
INVESTMENT IN THE FUTURE OF THIS COUNTRY, BECAUSE THE PERSONAL,
SOCIAL AND ECONOMIC COSTS OF YOUTH UNEMPLOYMENT ARE ENORMOUS.

IF WE DO NOT MOVE SWIFTLY TO PROVIDE JOBS AND TRAINING FOR
OUR YOUTH TODAY, WE MAY WELL END UP IN THE 1980'S NOT ONLY WITH A
YOUTH UNEMPLOYMENT PROBLEM, BUT WITH A WHOLE GENERATION OF MIDDLE-
AGE AMERICANS WHO HAVE LITTLE OR NO JOB SKILLS AND WHO WILL NEED
TOTAL REHABILITATION TO BECOME PRODUCTIVE AND SELF-SUPPORTING WORKERS.

YOUTH UNEMPLOYMENT IS ALSO A MAJOR SOURCE OF CRIME. In 1973,
THE LAST YEAR FOR WHICH WE HAVE COMPREHENSIVE FIGURES, 75 PERCENT OF
THOSE ARRESTED FOR ALL SERIOUS CRIMES, 75 PERCENT OF THOSE ARRESTED
FOR ARSON AND FOR ROBBERY AND 85 PERCENT OF THOSE ARRESTED FOR
VANDALISM, FOR BURGLARY AND FOR AUTO THEFT, WERE UNDER THE AGE OF 25.

↳ THERE IS NO WAY THAT WE CAN REDUCE OR ELIMINATE CRIME IN THIS COUNTRY UNTIL WE SOLVE THE PROBLEM OF YOUTH UNEMPLOYMENT.

↳ THE STATISTICS ARE IRREFUTABLE -- YOUTH UNEMPLOYMENT AND CRIME RATES GO HAND IN HAND.

↳ THE MOST DIRECT AND RAPID WAY TO ALLEVIATE YOUTH UNEMPLOYMENT IS THROUGH SPECIALY-TARGETTED YOUTH EMPLOYMENT AND TRAINING PROGRAMS ^{and} BECAUSE OF THE STRUCTURAL NATURE OF THE YOUTH UNEMPLOYMENT PROBLEM, ECONOMIC RECOVERY ALONE WILL NOT BE SUFFICIENT TO PUT MANY YOUNG PEOPLE TO WORK.

↳ WHAT NEEDS TO BE DONE?

Federal-State activity

↳ FIRST, WE MUST CREATE A SIGNIFICANT NUMBER OF JOBS THAT ARE SPECIFICALLY TARGETTED AT YOUTH, AND THESE JOBS MUST BE USEFUL AND PRODUCTIVE TO THEM AND TO THEIR COMMUNITIES.

↳ THERE IS WORK TO BE DONE, AND PLENTY OF IT. ↳ WE HAVE 40
MILLION HOMES THAT NEED TO BE WEATHERIZED. ↳ WE HAVE THOUSANDS
OF MILES OF RAILBED THAT NEED TO BE REBUILT, HOMES THROUGHOUT
THE NATION THAT NEED REPAINTING AND REFURBISHING, SCHOOL BUILDINGS
THAT ARE DETERIORATING, FORESTS THAT NEED REPLANTING, CHILDREN
AND ELDERLY THAT NEED CARE, AND COUNTLESS SPECIAL LOCAL NEEDS THAT
OUR YOUNG PEOPLE COULD FULFILL, AND FULFILL WELL.

IT IS A NATIONAL TRAGEDY AND A NATIONAL SHAME THAT SO MANY
OF OUR ~~YOUNGSTERS~~ ^{Young} ARE WASTING THEIR TIME AND ENERGIES WHEN THERE
IS SO MUCH WORK TO BE DONE.

↳ SECOND, THE JOB MUST PROVIDE SOME USEFUL TRAINING.

MUCH OF THIS MUST FOCUS ON BASIC JOB SKILLS.

YOUNG PEOPLE NEED TO KNOW HOW TO GET TO WORK ON TIME EACH

MORNING, HOW TO FOLLOW DIRECTIONS, HOW TO PUNCH A TIME CLOCK.

THESE ARE THE MOST BASIC JOB SKILLS, AND THEY CAN'T BE LEARNED

SITTING AT HOME OR ON A STREET CORNER.

IN ADDITION, MORE SPECIFIC SKILLS ALSO MUST BE TAUGHT --

CONSTRUCTION SKILLS, MECHANICAL SKILLS AND BOOKKEEPING SKILLS,

Paramedic Skills
FOR EXAMPLE. WE MUST LOOK TO VOCATIONAL EDUCATION TO PARTICIPATE

IN AND GUIDE THESE TRAINING EFFORTS.

THIRD, WE SHOULD PROVIDE BOTH FULL-TIME AND PART-TIME JOBS,

IN BOTH THE PUBLIC AND PRIVATE SECTORS. YOUNG PEOPLE WHO ARE OUT

OF SCHOOL NEED FULL-TIME WORK, AND WE SHOULD PROVIDE IT IN

ABUNDANCE.

BUT WE SHOULDN'T FORGET THAT MANY YOUTH IN SCHOOL ALSO NEED
WORK JUST AS DESPERATELY, TO EARN THE MONEY TO STAY IN SCHOOL,
TO CONTRIBUTE TO FAMILY INCOMES, AND TO EXPLORE THE REQUIREMENTS
OF DIFFERENT CAREERS,

FINALLY, YOUNG PEOPLE NEED GOOD JOB COUNSELING, GOOD JOB
INFORMATION AND GOOD JOB PLACEMENT SERVICES. THEY NEED THE KINDS
OF HELP AND ADVICE YOU PROVIDE YOUR STUDENTS.

THE YOUTH EMPLOYMENT AND TRAINING ACT, WHICH THE PRESIDENT
HAS PROPOSED AND WHICH CONGRESS NOW IS CONSIDERING, WILL BE AN
EXCELLENT START TOWARD ALLEVIATING THE PROBLEM OF YOUTH
UNEMPLOYMENT. THE JOBS CREATED WILL BE USEFUL AND PRODUCTIVE,
AND THEY WILL PROVIDE GOOD TRAINING IN BASIC WORK SKILLS.

↳ BUT IMPROVEMENTS ARE NEEDED. I HAVE SUBMITTED AN AMENDMENT WITH SENATOR JAVITS THAT WILL ADD TWO IMPORTANT PROGRAMS FROM OUR OWN PROPOSAL -- THE COMPREHENSIVE YOUTH EMPLOYMENT ACT -- WHICH WERE NOT INCLUDED IN THE ADMINISTRATION'S PROGRAM.

↳ FIRST, OUR BILL INCLUDES A PROGRAM TO GIVE PRACTICAL WORK-EXPERIENCE FOR STUDENTS STILL IN SCHOOL. ↳ THIS PROGRAM WOULD EXPAND THE WORK-STUDY AND ON-THE-JOB TRAINING PROGRAMS FOR YOUTH WHO ARE ENROLLED IN SECONDARY SCHOOLS.

↳ MORE THAN ONE MILLION OF OUR UNEMPLOYED YOUTH ARE IN SCHOOL AND LOOKING FOR PART-TIME WORK. ↳ AND MANY OF THEM NEED TO EARN MONEY TO STAY IN SCHOOL. ↳ THE ADMINISTRATION'S BILL IS TARGETTED ONLY AT OUT-OF-SCHOOL YOUTH AND OVERLOOKS THE DESPERATE NEED OF MANY YOUNG PEOPLE WHO HAVE MADE THE DECISION TO STAY IN SCHOOL AND FINISH THEIR EDUCATIONS.

AN UNFORTUNATE SIDE EFFECT OF THE DECISION TO TARGET JOBS ON OUT-OF-SCHOOL YOUTH IS THAT IT PROVIDES AN INCENTIVE FOR YOUTH TO DROP OUT OF SCHOOL IN ORDER TO QUALIFY FOR A JOB CREATED BY THIS PROPOSAL. THIS WOULD BE A TERRIBLE MISTAKE,

OUR AMENDMENT MAKES IT POSSIBLE FOR LOCAL GOVERNMENTS AND SCHOOL BOARDS TO WORK TOGETHER TO DEVELOP MEANINGFUL WORK-STUDY PROGRAMS, THESE PROGRAMS WOULD BE OPEN TO VOCATIONAL AND NON-VOCATIONAL STUDENTS,

SECOND, OUR BILL INCLUDED AN OCCUPATIONAL INFORMATION AND CAREER GUIDANCE PROPOSAL THAT WOULD PLACE TRAINED JOB COUNSELORS IN OUR NATION'S HIGH SCHOOLS AND JUNIOR COLLEGES,

OUR BILL WOULD ESTABLISH A NATIONAL ENTRY LEVEL JOB DATA BANK THAT WOULD BE CONNECTED TO COMPUTER TERMINALS IN SCHOOLS OF ALL KINDS AND IN NEIGHBORHOOD YOUTH CENTERS.

IT WOULD SET UP A PROGRAM TO TRAIN NEW JOB COUNSELORS AND
UPGRADE EXISTING COUNSELING SERVICES.

L NEW LEGISLATION AND NEW PROGRAMS ARE PART OF THE ANSWER TO
HELP OUR NATION'S UNEMPLOYED YOUTHS. BUT MORE MUST BE DONE.

WE MUST CONTINUE TO EXPAND AND IMPROVE EXISTING MEASURES
THAT HAVE PROVEN SO EFFECTIVE FOR MILLIONS OF OUR YOUNG PEOPLE.

L THE JOB YOU DO AS YOU OVERSEE AND UPDATE STATE VOCATIONAL EDUCATION
PROGRAMS MAKES THESE AMONG THE MOST EFFECTIVE WE HAVE.

L CERTAINLY, A FIRST PRIORITY MUST BE TO KEEP VOCATIONAL
EDUCATION *well funded* HEALTHY AND INNOVATIVE. IN DOING THIS WE WILL BE
PROVIDING A SIGNIFICANT MODEL FOR THE STRUCTURING OF ALL OF OUR
PROGRAMS TO MAKE OUR YOUNG PEOPLE PROUD AND VALUABLE CONTRIBUTORS
TO THE MATERIAL AND SOCIAL WELL BEING OF AMERICA.

THE TIME HAS COME TO TRANSFORM DESPAIR AMONG UNEMPLOYED
YOUNG PEOPLE INTO HOPE, TO MAKE OUR PROMISES BECOME REALITIES,
AND TO GIVE ALL OUR PEOPLE A SHARE IN THE FUTURE OF AMERICA,
I KNOW YOU JOIN ME IN A COMMON DEDICATION TO THIS VITAL TASK.

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