

This will make training programs available for all industries, to develop essential skills and abilities in any business function:

- (1) for any number of students,
- (2) on flexible weekly schedules (instruction after hours),
- (3) in virtually every important U.S. city, and
- (4) at low per capita costs.

More Americans had jobs in July, 1967, than in any other month in history. A record 76.2 million persons were working—1.6 million more than a year ago. All major sections of the economy show the recent pickup. Government and other economists are encouraged—particularly with respect to prospective ability of the labor market to absorb 3.6 million young people.

Enter the man in the "gray collar".

It is a new term to differentiate service workers from blue-collar production workers and white-collar office workers.

There are 25 million "gray-collars" in the growing service industries in the U.S.

By 1975, economists predict that the total number of jobs will increase by 18%.

Here is their forecast of the needs:

	percent
Professional-technical workers -----	up 54
Clerical workers -----	up 37
Service workers -----	up 35

Of the children born in 1944:

- 19% left school before the 11th grade,
- 30% did not finish high school,
- 35% entered college, but only
- 7% were graduated with a bachelor's degree.

This means that 8 of every 10 boys and girls were available to fill jobs which did not require a college degree. Only 1 out of the 8 received any occupational training in the public schools.

Moreover, 70% of today's 23-year-olds had no job training in school and have not completed a college education.

Yet nearly 80% of all jobs available in the U.S. require some vocational or technical skill.

Only now are public schools acknowledging that they were wrong to over-emphasize academics at the expense of vocational education. To make up for the past neglect, schools across the country are today putting in equipment, upgrading vocational faculties, giving more vocational guidance to good students, and beginning to work more closely with advisory teams from labor, business and industry on the local level.

For example, "schooling for skills:"

(1) *Allentown, Pennsylvania High Schools*, George N. Edison, Director specialized in vocational education

(2) *J. M. Wright Technical School*—Stamford, Connecticut, John Kerpchar, Director—a comprehensive high school—is one of fourteen area vocational-technical schools

(3) *Milwaukee Vocational, Technical and Adult Schools*, Dr. George A. Parkinson, Director since 1932—35,000 students—1,800 courses—51 Advisory Committees to assure jobs—132 programs

"Considered the finest in the land."

We are indebted for much of the above material to Cynthia Parsons of the Christian Science Monitor, who visited around the U.S. in the preparation of 10 articles on vocational education, which appeared in the Monitor recently—the 10th on August 15, 1967.

How do we tackle and solve this problem nationwide?

We are convinced that the major part of the problem is local administration. There are known to be some 2,000 different organizations, of all types and of varying degrees of competence turning out "programs" by the hundreds all over the U.S. A few, a very few, are the work of competent educators and businessmen with the new idea of "business in education". But we know of no other "program" than this one of ours which would make available training programs with the highest academic standards for all industries to develop essential skills and abilities in any business function:

- (1) for any member of students,
- (2) on flexible weekly schedules (instruction after hours),
- (3) in virtually every important U.S. and one Canadian city, and
- (4) at low per capita costs.