

1 work but let them leave with an understanding  
2 that you are not here in the day but you can go  
3 here at night. It is the same education. It is  
4 a continuation.

5 CHAIRMAN LILLEY: Miss Hargrave, you have  
6 been such an interesting and helpful witness and  
7 we have kept you much longer than we wanted to.  
8 We do have another witness.

9 Thank you very much. You have been  
10 very interesting and very helpful.

11 THE WITNESS: I have enjoyed it very much.

12 Thank you.

13 \* \* \*

14  
15 ROBERT H. JOHNSON, Sworn.

16 EXAMINATION BY MR. FORTUNATO:

17 Q Your address, please?

18 A 21 Ruby Street, Springfield, New Jersey.

19 Q Your age?

20 A Forty-four.

21 Q Birth place?

22 A Columbia, South Carolina.

23 Q Are you related to the Reverend Johnson?

24 A Well, he has a standard joke. My wife says that  
25 I am his son.

1 Q How long have you been a resident of Newark?

2 A I lived in Newark from 1943 up until 1961. I still  
3 work in Newark. I spend about 15 hours a day in the city.

4 Q In what capacity?

5 A I am work study coordinator for special services  
6 for the Board of Education in Newark. I work with what we call  
7 the deviant child, the mentally retarded, emotionally  
8 disturbed, the slow learner. It is my job to try to provide  
9 vocational opportunities for these boys, like apprenticeships,  
10 on the job training, find full time jobs for them if possible,  
11 and to counsel the boy and the family to teach them the  
12 economic value of the wages they earn and how to properly  
13 allot it to himself and his family.

14 Q We will come to that in a minute. Are you  
15 affiliated with any groups in Newark such as the UCC, for  
16 example?

17 A Well, I am a member of the UCC but I am what we  
18 call not a dues-paying member. I don't attend meetings. I  
19 am connected with my father's church as an associate minister  
20 there and as such I am constantly in contact I believe, with  
21 the pulse of the people, plus I work part-time recreation in  
22 the Central Ward at Charlton Street School. This is just  
23 in the vicinity of the Stella Wright Project.

24 Q What are the problems as you see them insofar as  
25 the Negro youth after he graduates or leaves high school?

1 This is where we left off with Miss Hargrave.

2 A You want a few of them? You don't want them all?

3 When the Negro youth leaves high school he is not  
4 prepared for anything. We have a system of education in Newark  
5 where we have too much of the academic for the masses and not  
6 enough of the vocation for the masses who need it.

7 The average boy or girl can graduate from Weequahic, East  
8 Side or any of the high schools, academic high schools in  
9 Newark, and if there is not opportunity for further education,  
10 you have a child on hand who has no salable skill to the  
11 community. So then his hangout is either home or the corner.  
12 So when you have a large group of boys and girls coming out  
13 of high school with no chance or no desire for further  
14 education and who have not been prepared in a salable skill  
15 for the society in which he lives, then he is going to hang  
16 on the corner and you have a potential troublemaker.

17 This I believe if you would look into the statistics,  
18 you will find that the basic number kids who were involved  
19 in the riots were just this type kid, who had no place to go  
20 and nothing to offer.

21 Now this is where the State has stepped in to try to  
22 help solve this but we can only do such a small amount,  
23 reach a small amount of these kids.

24 First, I am a Negro but the line of communication between  
25 me and that kid has broken down. I can't talk to that kid

1 because he is not only rebelling against the society in which  
2 he lives, he is rebelling against me because he believes  
3 that I am an intricate part of that society and that I am  
4 speaking for that society.

5 So as such, I can't reach him, so he would rather stay  
6 out there with his peers, he would rather strike out with the  
7 brick and rock and loot and riot, to be heard.

8 Q How can we reach this group?

9 A Well, I think it is going to be a case of going  
10 to the basic foundation, which is going to be the home. If  
11 we reach the kid and don't reach the parent you still have  
12 a case of re-educating him again.

13 All right, we will take an example of an average school  
14 kid. We have that average school kid 6 hours a day. We teach  
15 that kid our basic philosophy but when that kid goes from  
16 school, he is at home. The kid is in the community with his  
17 peers and weigh 18 hours of teaching of his parents, his home  
18 and his peers against the six hours that he gets in school.

19 I think that it is going to be an upgrading of their  
20 homes, economic, educational-wise and this is where the  
21 whole community from the church, the school, the government are  
22 all going to have to reach out and in some way and in some  
23 manner upgrade the home condition so that the child can be  
24 reached. If we can reach the child then I think this will  
25 help in a great way to alleviate the situation.



1 BISHOP TAYLOR: You mentioned that this  
2 child goes to school and you teach him the basic  
3 philosophy and then he goes back home.

4 Well now, what basic philosophy do you  
5 teach the child and what is the nature of this  
6 philosophy that you give him in the school?

7 THE WITNESS: Well, the basic philosophy I  
8 assume would be that the child is on a step that  
9 he must try to pull himself up, that the basic  
10 virtues of thrift, honesty and what-not, are  
11 given to him.

12 BISHOP TAYLOR: Are there courses that he  
13 gets that through or is this extra- curricular  
14 you are talking about?

15 Well, THE WITNESS: This is the basic philosophy  
16 that we must integrate into each course, regardless.  
17 We can give him the sciences, the social sciences  
18 and what-not but the basic philosophies of a  
19 decent life --

20 BISHOP TAYLOR: Is that a State requirement?

21 THE WITNESS: No. This I guess would be  
22 from a good teacher.

23 BISHOP DOUGHERTY: You are speaking of  
24 values, I think, is that right?

25 THE WITNESS: Values is right, yes.

1 told us. Natural BISHOP DOUGHERTY: Would you say that the  
2 go with them values are built into our educational system?

3 Yes So I took THE WITNESS: I would say that they are. It  
4 the Fourth is a matter of how one would interpret the values.

5 I would say more BISHOP DOUGHERTY: In other words, there  
6 the ages from would be a basic consensus among the teaching  
7 front of the staff on the values of the American way of life?

8 adults across the THE WITNESS: This is right.

9 approx Q Where were you during the riots?

10 of him A Well, at the beginning of the riot, on Thursday  
11 night, July 13, I believe it was, I was at the Fourth Precinct  
12 watching the demonstrations and when the riot actually  
13 exploded -- to tell him to close his playground and to move

14 out to Q How did you happen to be there?

15 back A Well, I had been told by some of the youngsters  
16 who frequent my playground that Newark would explode. These  
17 were the words that were used, that it would explode tonight.

18 we had Q Where is your playground? keep from being injured

19 se we A My playground is on the corner of Charlton and  
20 Waverly Avenue, which is about 6 blocks from the Fourth  
21 Precinct, but this is right in the heart of the Central Ward.

22 Q What time did these kids tell you this?

23 full A It was about 5:30 in the afternoon. I have quite a  
24 few of the boys who are not in school, they are not working,  
25 who hang in my playground. About 5:30 in the afternoon they

1 told me. Naturally I had doubt, so they asked me if I would  
2 go with them on my supper hour to prove it to me.

3 ~~from~~ So I took four kids in my car and they directed me to  
4 the Fourth Precinct and I happened to see a group of what  
5 I would say were sub-teens, youngsters, boys and girls in  
6 the ages from 12 to 13, parading around, back and forth in  
7 front of the Fourth Precinct and a mob of teen-agers and young  
8 adults across the street in the projects. I was there for  
9 approximately 30 minutes and then suddenly there was this mass  
10 of humanity rushing towards the precinct and I rushed out and  
11 moved out to keep from being injured.

12 I went on the Hill, to the Cleveland School where my  
13 brother was to tell him to close his playground and to move  
14 out because I thought that they would be coming that way  
15 because of the stores and while I was there, sure enough a  
16 group did come up and went out into the Springfield area.

17 There were two players who were playing basketball and  
18 we had to get them out of the area to keep from being injured  
19 so we took them in the station wagon and took them out.

20 by what Q Did you see anything at the Fourth Precinct that  
21 didn't seem to belong there?

22 A Well, I saw three cars with New York licenses and  
23 full of teen-agers parked on Belmont, the corner of Belmont  
24 and 17th Avenue. To me it was a planned demonstration because  
25 there were drummers, these Afro-American drummers and as the

1 beat of the drum increased, so did the tempo of the mob. It  
2 reached a certain beat and then the mob exploded. The group  
3 from New York were in their cars and they were sitting on  
4 the corner of 17th and Belmont.

5 Q What time was this, about?

6 A Well, I couldn't pinpoint the exact time. I would  
7 say it would be in the neighborhood of 6 to 6:30.

8 Q What was the destruction in the immediate area?  
9 Did you observe any?

10 A Well, the Fourth Precinct was attacked and then  
11 the windows and what-not were demolished. The peculiar thing  
12 is that there is an American Oil station that is owned by  
13 whites and only hire whites and yet not a window was smashed in  
14 this station.

15 Yet it is immediately across the street on the corner  
16 of Lily and 17th Avenue, right across from the Fourth Precinct.  
17 Quite a few of the mob were standing in the yard of this  
18 service area.

19 Q Did the mob know that it was owned and operated  
20 by whites? Yes, I do.

21 A Yes. They had been there for whites. It was Esso  
22 for a while and then it was changed to American Oil. They  
23 are quite well known in the area.

24 BISHOP DOUGHERTY: They were friendly to the  
25 community, were they, and known to be friends of



1 the community?

2 THE WITNESS: Well, they had never had any  
3 trouble. Everyone in the area I suppose knows  
4 them. A lot of the policemen from the Fourth  
5 Precinct, this is their hangout. They bring their  
6 cars over to be serviced and stand around there  
7 and talk.

8 As far as the owners, they are pretty well  
9 accepted in the neighborhood. This is right  
10 across the street from the William P. Hayes Pro-  
11 ject, incidentally.

12 Q I think I forgot to ask you this: What is your  
13 education?

14 A Well, I have four years of undergraduate at  
15 Benedict College in Columbia, South Carolina, two years of  
16 physics at Columbia University and off and on, 8 years of  
17 psychology at Seton Hall and one year at Newark State.

18 Q Do you have any comment on the attitude of industry  
19 towards the Negro youth regarding employment opportunities?

20 A Yes, I do.

21 Q What is that?

22 A Well, for the last two years I have been pretty  
23 closely connected with industry. Naturally I am dealing with  
24 the boy who is low on the totem pole when it comes to  
25 education. I can get jobs for boys, and these happen to be

1 Negro youths, menial jobs, like the cart boy in a grocery  
2 store or supermarket. I can get him a job maybe as a  
3 janitor. No problem.

4 But when it comes down to a skill, an on the job  
5 training skill, this is where I run into my problems. Even  
6 before the riots they always questioned his educational  
7 ability.

8 Yet I have taken the white boy out who is on the same  
9 level and I have been able to sell him. Sure, I have  
10 become very annoyed at this. Since the riot I get the one  
11 question: Should I bring him inside so he can destroy from  
12 within or should I leave him on the outside?

13 I have been able to work with the same employer that I  
14 have worked with before the riot on a limited scale. I  
15 haven't been able to place near as many Negro boys since the  
16 riot. We took a survey last summer, even before the riot, of  
17 the number of boys who we had placed and how many had stuck  
18 and we find out that 95 percent of the boys that we had  
19 placed were still working on the same job. So they had no  
20 argument that the boys didn't have the good work habits, that  
21 they wouldn't work, but it was a case that I could sell him  
22 on a menial job but I couldn't sell him on a skilled job,  
23 very few.

24 Now what I would call the skilled job, in the last year  
25 I have sold four boys to Essex Chair, which is a furniture

1 assembly place. They have picked up four of my boys on a  
2 part-time basis to run the machines, to spray and to assemble  
3 furniture.

4 At my school we teach the basic trades of upholstery,  
5 wood work, plastics and what-not, and we have some boys who  
6 are very proficient at this and I can't sell them.

7 MR. LEUCHTER: What school is this?

8 THE WITNESS: This is Montgomery.

9 MR. LEUCHTER: Is that a trade school?

10 THE WITNESS: Pre-vocational. Normally  
11 our boys, if we can, we can get them into post-  
12 graduate work, like we have a graphic arts and if a  
13 kid is proficient enough we send him to Manhattan  
14 School of Printing and they place him.

15 BISHOP DOUGHERTY: How many students?

16 THE WITNESS: We have enrolled between 8 and  
17 9 hundred boys.

18 BISHOP DOUGHERTY: Integrated?

19 THE WITNESS: To a degree.

20 Q What is the degree?

21 A I would say about 80 percent Negro, about 5 per-  
22 cent white, about 15 percent Spanish.

23 CHAIRMAN LILLEY: Mr. Johnson, I would  
24 like your views in an area that a lot of people  
25 seem puzzled about. Let's say that an employer

1 as a matter of policy wanted to hire from the  
2 ghetto. In other words, he would just make sure  
3 he did this. Say he has all of these various  
4 tests and to the extent that they can be cul-  
5 turally purified, so to speak, but they indicate  
6 that if some of these people were hired, it  
7 wouldn't be a question of a lifetime job and  
8 fringe benefits but they would not move as  
9 quickly or perhaps not at all simply because of  
10 an inability to compete.

11 There are those that say that this would be  
12 a poor thing to do, that it would lead later  
13 on to frustration, disappointment and so on.  
14 There are others that say that kind of a job is  
15 just what is needed. I don't mean a menial job,  
16 necessarily.

17 What is your view on hiring somebody whose  
18 potential seems to be that they will not progress  
19 upward as quickly as the norm and yet hire them?

20 THE WITNESS: Well, I would say hire them  
21 because the basic thing here is economics. If a  
22 man has the wherewithal to rent or buy a decent  
23 place to live, to secure decent food and provide  
24 a decent surrounding for his family, you are going  
25 to have a content man. Now if the understanding



1 is there, if a man is educated in the job to the  
2 point that he knows that it is not a case of  
3 him competing for advancement but a case of  
4 him working and getting the normal increments  
5 and what-not that come with his job, if this is  
6 thoroughly understood I don't think you are  
7 going to have any problems. I am all for taking  
8 the man and hiring him on his ability regardless  
9 of the ability and letting him work and progress  
10 as normal and this is to his fullest extent and  
11 that's it.

12 I wouldn't say take a carpenter and put him  
13 in a chemist's job because he couldn't do it. You  
14 are going to have a frustrated human being and  
15 you are going to have problems.

16 BISHOP DOUGHERTY: I would like to go back  
17 to your observation earlier about the fact that  
18 there is too much academic emphasis in the  
19 high school and not enough vocational. I am con-  
20 cerned about the emphasis on the academic as I see  
21 it in the press releases in the community colleges.

22 May I ask you if you feel that it might be  
23 a partial remedy if we have a greater emphasis on  
24 vocational in the community collect as well as in  
25 the high school?

1 THE WITNESS: Yes, but I think the greatest  
2 emphasis should be placed on the high school  
3 level. I think if the boy or girl reaches the  
4 level of college that that boy or girl is more  
5 or less going to lean toward the business world  
6 or towards the professional world, whereas your  
7 greater number of potential drop-outs are in  
8 the high school.

9 Now we are living in a state that is  
10 industrially orientated. We don't have near  
11 enough college academic seats to fill even those  
12 who now would love to go to college.

13 So if we placed emphasis in the high school  
14 vocational-wise and prepare this boy and this  
15 girl to be an earnest citizen and make a decent  
16 living, his offsprings then will be orientated  
17 toward college, academically-wise or towards  
18 the vocational, and you won't have this corner  
19 hanger-on, this potential group troublemaker.

20 BISHOP DOUGHERTY: May I pursue that a  
21 little bit further? I think one thing has emerged  
22 in these various studies around the states on  
23 higher education.

24 Is the great demand for a variety of skills in the  
25 up and coming years so that there will be levels of

1 skills? It seems to me you are speaking now about,  
2 if I may say it, lower levels of skills as  
3 opposed to the more refined skills that might  
4 be necessary, so that may I put the question then  
5 in a block kind of way and ask if you feel as an  
6 educator that the question of vocational  
7 education and the levels of skills should be very  
8 carefully weighed by the State?

9 THE WITNESS: I think they should be, Bishop.  
10 Right now we would like to remedy the sore spot.  
11 To my way of thinking, the sore spot is that man  
12 who is lowest on the totem pole, that boy and  
13 that girl who are not going anywhere. This  
14 is the potential welfare case. This is the  
15 potential dope addict. He sees you and I on the  
16 porch, so to speak, and he wants to get up there  
17 too and he isn't particular whether he uses the  
18 steps or not. This is the boy and girl we are  
19 trying to reach.

20 Now if we can reach this boy or girl, we  
21 gear our vocational setup to make that boy and  
22 girl. Let's remedy him first. If we can reach him  
23 then I don't think it will be too much of a problem  
24 to reach that boy or girl who has even the  
25 slightest bit of initiative towards education or

1           wanting to better himself.

2           BISHOP DOUGHERTY: May I ask this as my last  
3           question? You mentioned seeing three cars with  
4           New York licenses, am I correct?

5           THE WITNESS: Yes.

6           BISHOP DOUGHERTY: And that you saw or  
7           heard Afro-American drummers, which you felt  
8           might have stimulated or at least contributed to the  
9           stimulation of this disturbance?

10          THE WITNESS: Yes.

11          BISHOP DOUGHERTY: Now you have no idea of  
12          the identity of the occupants of these cars?

13          THE WITNESS: No, I don't. It's the first  
14          I had seen them.

15          BISHOP DOUGHERTY: Did any other people  
16          mention the existence or presence of these cars?

17          THE WITNESS: Not in my presence. The only  
18          thing I heard later was in the newspaper about a  
19          white Cadillac riding around with Pennsylvania  
20          license but other than that I heard no one mention  
21          it. I imagine no one even paid too much attention.

22          BISHOP DOUGHERTY: But you would say that there  
23          were three cars there with New York license plates?

24          THE WITNESS: There were definitely three cars  
25          there.



1       BISHOP DOUGHERTY: The reason you identified  
2       the drummers as Afro-American, is there any  
3       reason for that?

4       THE WITNESS: They were dressed. They had  
5       their skull caps on, they had their capes and  
6       their drums. You see, we have a community center  
7       at my school and we have a great many of these  
8       youngsters who have these little makeup outfits  
9       and they come in and ask for a room to practice  
10      and we let them. Seeing so many of these costumes  
11      I could readily identify them.

12      BISHOP TAYLOR: You would have to back up a  
13      little and my question isn't too important.

14      You were talking about whether or not the  
15      emphasis on vocational education ought to be at  
16      the high school level or the college level. I  
17      agree fully with what you have said about the  
18      high school level.

19      Don't you have an additional problem there?

20      Here is a youngster or youngsters who have no  
21      business in college anyway and to push them through  
22      high school without any particular vocational  
23      training or skill, then into college where they  
24      end up in defeat, you have one kind of frustrated  
25      defeated individual and to push him through high

1 school without any skill you have another kind of  
2 frustrated individual, but if this youngster got  
3 his skill during this high school education he  
4 would have some possibility of ending up with a  
5 sense of success and opportunity for adjustment,  
6 would you say that?

7 THE WITNESS: I would say Yes. He immediately  
8 comes out and he can go right into the work world  
9 because he has a service to offer. Because he has  
10 a service to offer society is buying. If he has  
11 nothing to offer what can they buy?

12 So he is out here now, noplac to go. He  
13 looks back at 11 years of schooling he has had  
14 and what has he gained from it? Nothing. He is  
15 mad at somebody. So who is he going to strike at,  
16 himself? No. He is going to strike at society.

17 MR. GIBBONS: Mr. Johnson, this vocational  
18 type training that you are suggesting I take it  
19 requires a different teacher training?

20 THE WITNESS: Yes, it does. Now I am not  
21 advocating the abolishment completely of academics.  
22 You must have it 3 hours still, naturally. Even  
23 to master a skill you must have the three hours.

24 I would say that you would gear your  
25 vocational to the area that you are in. For

1 instance, let's take New Jersey. You have your  
2 chemical plants, paint plants, you have your  
3 electronics and what-not and you would gear  
4 according to your locality.

5 MR. GIBBONS: Relating this to the Newark  
6 school situation, how big a change do you think  
7 would be necessary? Most of the schools are  
8 now academic?

9 THE WITNESS: That's right.

10 MR. GIBBONS: I suppose Art's High School  
11 is rather a high level vocational?

12 THE WITNESS: Yes.

13 MR. GIBBONS: The others are all academic  
14 high schools?

15 THE WITNESS: You see, Newark itself does not  
16 have a vocational school. Montgomery is the only  
17 vocational setup in the city. You have your county  
18 schools, yes, which means they are feeding from  
19 the whole of Essex County.

20 MR. GIBBONS: And Newark only sends a limited  
21 number?

22 THE WITNESS: A limited number.

23 MR. LEUCHTER: Is there a waiting list?

24 THE WITNESS: Yes.

25 MR. GIBBONS: In terms of shifting gears for

1 the school system, in your opinion, how big a  
2 shift would be required? Do you need one vocational  
3 high school or do you need one academic high  
4 school and four vocational high schools?

5 THE WITNESS: Well, I would say you could  
6 maintain what you have because I think you have  
7 more than enough kids who are academically  
8 orientated and enough scholarships for these kids  
9 to possibly get through college.

10 Since there is a greater need for more class-  
11 room seats, when you build these classroom seats  
12 make them vocational rather than academic.

13 MR. GIBBONS: Thenthat answers my next question.  
14 I was going to ask you how you solve the tenure  
15 problem because you have a corps of teachers that  
16 you are not going to get rid of.

17 THE WITNESS: That's right.

18 MR. LEUCHTER: Do our present laws not require  
19 a child to stay in school until he is 16?

20 THE WITNESS: Until he is 16.

21 MR. LEUCHTER: Isn't it a fact that many  
22 children drop out of school at that moment precisely  
23 when they are 16?

24 THE WITNESS: A lot of them drop out at 16 and  
25 a lot of them manage to get themselves administra-



1                   tively excluded at 15.

2                   MR. LEUCHTER: Even those who drop out at  
3                   16 in many cases have been carried along perhaps  
4                   and have failed or repeated a grade or two, is  
5                   that not so?

6                   THE WITNESS: That's right.

7                   MR. LEUCHTER: And therefore, do we not find  
8                   that many of these drop-outs are dropping out at  
9                   grades 7 or 8, not necessarily at high school?

10                  THE WITNESS: That's right.

11                  MR. LEUCHTER: Therefore, wouldn't this  
12                  suggestion that even a fancy vocational program  
13                  at the high school level might in many instances  
14                  be too late for the precise young people whom we  
15                  are trying to reach?

16                  Isn't it true that in order to reach them  
17                  we have to start thinking about vocational or  
18                  occupational training before high school?

19                  THE WITNESS: Well, if we go along with the  
20                  premise of social promotion, I would agree with you.  
21                  But we can pick any boy up who is matured enough,  
22                  we feel, not socially matured enough but let's say  
23                  physically matured enough and who we feel can  
24                  grasp the mechanics of a vocation, we can move him  
25                  right out of the 7th grade right into vocational

1 school.

2 Now we find one fallacy here, that we can  
3 graduate a boy from my school who is very  
4 proficient in a skill but along comes the parent,  
5 even though this boy has the wherewithal to  
6 make a decent living, he is not happy. He must  
7 have a high school diploma.

8 MR. LEUCHTER: Montgomery School is what  
9 grade levels?

10 THE WITNESS: Montgomery is on a secondary  
11 level pre-vocational. We pick a boy up even at  
12 13 and he can stay until he is 22. Even at 22 we  
13 are responsible to see that he gets additional  
14 training or that he gets a decent job.

15 MR. GIBBONS: But these are deprived young-  
16 sters?

17 THE WITNESS: I guess you could call them  
18 deprived.

19 MR. MEYNER: Retarded?

20 THE WITNESS: Retarded, emotionally disturbed.

21 MR. LEUCHTER: Slow learners?

22 THE WITNESS: Yes, and some displaced.

23 MR. LEUCHTER: But the average Newark young  
24 person cannot get vocational training until Grade  
25 10, isn't that correct?

1 THE WITNESS: That's right.

2 MR. LEUCHTER: And the question is, should  
3 this child be interested at least in vocational  
4 training or be steered towards vocational  
5 training at the age of 13 or 14 or 15 before he  
6 decides to drop out of school?

7 THE WITNESS: Yes. I think this is the one  
8 thing that will hold him. This is why the State  
9 has gone to such a great length to set up this  
10 occupational opportunity thing, to hold these  
11 boys in school and these girls in school.

12 Bell Telephone has orientated a program  
13 where they picked up at Central about 100 kids and  
14 50 go out for 6 weeks in industry and work and  
15 then they come back to school and the other 50 go  
16 out. This is stimulating an interest to stay in  
17 school.

18 "I got something to work for and look  
19 forward to." I would say if it could be done on  
20 a lower level, yes. If we could get the lesser  
21 skills to do this, wonderful. Then we would have  
22 a boy and a girl who would have a stimulus to hold  
23 them in school, rather than let them out on the  
24 street.

25 BISHOP DOUGHERTY: Is the Newark school

1 system instructed on an 8-4 or a 6?

2 THE WITNESS: 6-3-3.

3 MR. MEYNER: What do you say about this  
4 criticism which I have so often heard about  
5 vocational education, not only in Essex but  
6 throughout the State, namely, that the skills they  
7 teach at vocational schools are absolutely out-  
8 moded, that they are not in keeping with the skills  
9 that they need in modern industry, that they try  
10 to teach them a trade the way it might have been  
11 taught 50 years ago?

12 You mentioned bakery and upholstery. I have  
13 heard it said to build up a vocational school and  
14 then what value is there? How do you react to that?

15 THE WITNESS: We ran into the same criticism  
16 four years ago when they were building an addition  
17 to my school. We attempted to upgrade the  
18 vocations machine-wise and equipment-wise and  
19 what-not to the level of the modern industrial  
20 plant.

21 MR. MEYNER: Of course, you had the problem  
22 that you had slow learners.

23 THE WITNESS: Yes. We ran into the same  
24 problem. Now we sent a percentage of our boys to  
25 the County Vocational School from our school for



1 further work. I will admit we get criticisms that  
2 in some instances the classes and the trades are  
3 outmoded.

4 But I think gradually here that we are going  
5 to have to upgrade them according to the industry  
6 in the regions where we live, regardless to  
7 whether they are outmoded or not.

8 If this is a going industry that is employing  
9 people this is what we have to do.

10 MR. GIBBONS: Perhaps this is relevant to  
11 this same area. In this vocational training field  
12 what is the relative importance of teaching them  
13 skills versus teaching them work discipline?

14 THE WITNESS: Well, you are going to have to  
15 teach both. Now one, if the boy or girl has the  
16 affinity for a certain skill, he has the skill and  
17 you can send him out to work without the values and  
18 what do you have? A person who can do the work but  
19 who does not observe values so what are you going  
20 to have? A worker on the street.

21 I think the two must make a good marriage.

22 MR. GIBBONS: Is it possible that even in  
23 these obsolete courses or courses for obsolete  
24 skills, you instill enough work discipline that  
25 they get something worthwhile anyway?

1 THE WITNESS: Yes.

2 MR. LEUCHTER: Of those you are training  
3 in baking, for the sake of the argument, what  
4 percentage of those do you place or are you able  
5 to place in baking positions?

6 THE WITNESS: Well, actually none. Let's  
7 take the Labor Law. We usually have the boy who  
8 is 16, 17. We can put him out as a helper but  
9 we actually can't send him out as a graduate,  
10 plus the company that would work with us went  
11 out of business, Fischer.

12 BISHOP TAYLOR: I was just going to raise  
13 a question. I was going to ask you to comment,  
14 if you care to, on the Child Labor Law as to  
15 whether or not it would work to a disadvantage  
16 many times in the employment of potential people?

17 THE WITNESS: I think it does. Even under  
18 the supervision of a teacher a boy can work with,  
19 let's say shop instruments, but he goes on a job  
20 and he still has a supervisor, he can't work with  
21 those shop instruments so you lose a spot.

22 MR. LEUCHTER: Until he is 18?

23 THE WITNESS: Yes. Yet maybe at 16 he has the  
24 maturity to work under supervision. He does at  
25 school. Probably out in industry he is going to do

1 the same thing that he did in school, but the  
2 Labor Law won't allow it.

3 So we lose a spot and if the kid has reached  
4 that point of saturation, he is out of school, he  
5 can't work and if he goes in some other industry  
6 that he doesn't know and doesn't like, he is going  
7 to be moved from job to job, whereas we prepared  
8 him for one thing and he can't work at that  
9 because of the Labor Law.

10 Now even at 17 years of age we have service  
11 station attendants. We can send them to Hess  
12 and I think Save-On, any of these gasoline  
13 companies that don't have lifts, and we have  
14 some kids who are very proficient at that age  
15 but they can't work at American Oil where there  
16 is a lift. They would love to tinker.

17 **MR. LEUCHTER:** Do you have an auto mechanics  
18 course?

19 **THE WITNESS:** We have an auto mechanics  
20 course. We don't call it such. We call it service  
21 station attendant. We have auto body.

22 **MR. LEUCHTER:** This is a very practical one.  
23 We run into this all the time where we have moving  
24 machinery and wherever you have moving machinery  
25 you can't have a child of less than 18.

1 THE WITNESS: Yes, and yet we have some very  
2 mature people at 17.

3 CHAIRMAN LILLEY: We have talked a lot about  
4 the vocational training side, which is very  
5 important. I know that you know there are many  
6 industries that are just looking for people  
7 with ability and they are perfectly willing to  
8 train them themselves. They don't ask that they  
9 come with any previous training.

10 Is there any danger that an emphasis on  
11 vocational training will divert people that could  
12 go into careers with good stability and with all of  
13 the development training picked up? There are  
14 many industries that will do this. They don't  
15 expect anyone to know anything about industry when  
16 they come in except have a background and a  
17 willingness to work and so on.

18 Can we overdo the vocational slant and cause  
19 a boy to commit himself to a career that might not  
20 be as good as another one?

21 THE WITNESS: I would say that in every area  
22 we might make some mistakes but I don't think that  
23 we could to the degree that we would harm a great  
24 many. I think that once a boy or girl reaches a  
25 certain age, they are pretty much mind-set as to



1 how they want to go, if they have been orientated  
2 a certain way, regardless, and you can't steer  
3 them the way you want them to go after that.

4 We have had boys come up to a certain area  
5 in a certain field or certain skill and that  
6 required the battery of vocational tests and how  
7 the test is administered and we find out that  
8 the boy doesn't have quite the propensity now  
9 that he had maybe when he started, but you find  
10 it a pretty hard thing to change him in another  
11 direction. He has to go out and either get his  
12 toes burnt or stepped on before he is convinced  
13 that maybe he should go some other way.

14 I don't think too that we could change that  
15 man to the degree that it would hurt.

16 MR. GIBBONS: Mr. Johnson, isn't there a  
17 danger if the city school system shifts to an  
18 emphasis on vocational training that the more  
19 difficult pupils and specifically the more dif-  
20 ficult Negro pupils will just out of the inertia  
21 of academic teaching be shunted to vocational  
22 areas with the result that, first, a lot of them  
23 will miss their full potential and secondly,  
24 you will degenerate into vocational training for  
25 Negroes and academic training for whites?

1 THE WITNESS: This is being done now. I  
2 have to read the records of boys coming into  
3 Montgomery each year and normally we are supposed  
4 to pick up any boy who has an IQ below 90 and  
5 I have boys with IQ's up to 110 there.

6 May I just go on at random for a minute?  
7 The average boy that we have coming from the  
8 Central Ward into my school is Southern-born. He  
9 is from a small town and he has been in a black  
10 community all his life, but when he goes down  
11 to register at school he sees a white doctor, a  
12 white superintendent, white Board of Education.  
13 His only contact then with the white community is  
14 maybe at graduation where the superintendent will  
15 award a diploma or if he happens to have a white  
16 family doctor or his family works for whites, but  
17 if he transfers to the Newark system, let's say,  
18 when he walks into the Board of Education he was  
19 examined by a white doctor. That's the first  
20 thing.

21 He normally had a white clerk. When he was  
22 transferred and walked into his school where he  
23 was placed, he met a white principal, he met a  
24 white clerk and then he went into his room and  
25 normally it was a black room. Here is a kid who was

1 picked up and put into a completely different  
2 situation from which he is used to, which he was  
3 brought up in. He is orientated in a black  
4 society. Now suddenly he is out of this.

5 Now when he is tested he is tested by a  
6 white psychologist. Now one shot, he is tested  
7 and that's the score that we must accept.

8 I have been taught after 8 years of taking  
9 this course that you must make a child be put in  
10 a good mood if he takes three shots at it to get  
11 his real potential.

12 Now I will get a child up there let's say  
13 with a 7th grade reading level and an IQ of 47.  
14 Am I to believe this? This doesn't make sense.  
15 When you holler you are told "Well, this is what  
16 came and this is what you accept."

17 MR. LEUCHTER: Then you agree with Mr.  
18 Gibbons' question primarily that the kid might  
19 be dumped into vocational education he doesn't  
20 believe in?

21 THE WITNESS: It is being done now but if  
22 the study that was made this summer in Glen Ridge  
23 and the proposal of the curriculum is made that a  
24 certain minimum number of academic credits must  
25 be presented in order for this child to get into

1 vocational, then it won't make a hill of beans  
2 because I don't think then that you are going to  
3 have a great influx, whether it is white or black  
4 coming in.

5 I think it is going to be according to the  
6 kid's ability rather than who he is or what he is.

7 MR. GIBBONS: You mean that the Glen Ridge  
8 proposal was that the vocational schools must  
9 offer some academic training?

10 THE WITNESS: They must and in fact they  
11 set up a proposed curriculum that is going to be  
12 submitted that would be followed.

13 BISHOP TAYLOR: May I ask this question just  
14 for clarity?

15 Are you really saying that there is a certain  
16 amount of discrimination that takes place in the  
17 assignment of students to schools?

18 THE WITNESS: I say Yes. It is impossible  
19 for me to have a school of 900 boys and let's say  
20 80 percent of them will be black and 5 percent  
21 white and 15 percent Spanish, even though you  
22 might have the neighborhood concept of schools in  
23 Newark, I can't believe that.

24 CHAIRMAN LILLEY: I believe Dr. Conant put  
25 this forth, and I am not sure, of the theory that



1 the comprehensive high school should have a  
2 vocational department.

3 In other words, everyone does go to the same  
4 high school but vocational training is given in  
5 that high school and not in a special school?

6 THE WITNESS: Well, this is fine. This was  
7 the concept they had in the Southern high school  
8 for years and it worked beautiful. They offered  
9 three tracks then, science, foreign language and  
10 vocational. A kid could go to his sophomore year  
11 and he found out that he had a propensity for  
12 vocation, he went that way. He followed that track.  
13 Here is a case where if you are dumped into a  
14 high school, you follow that through and if you  
15 give trouble you are kicked out.

16 BISHOP DOUGHERTY: May I ask this? Do you  
17 think the personnel resources, the faculty resources  
18 are available for the type of school we are now  
19 discussing?

20 THE WITNESS: Not fully. Now even now we  
21 have problems where this year we only came up with  
22 a qualified bakery teacher. Unless academic  
23 standards are waived, which I don't believe they  
24 should be, and you bring in a person who has the  
25 vocational skill to teach a certain skill you might

1 have that.

2 MR. LEUCHTER: On the other hand, how many  
3 college graduates are bakers? How are we going to  
4 get these people to teach skills if you insist  
5 that the take so man education courses?

6 MR. GIBBONS: How do they do that in the  
7 county vocational schools?

8 MR. LEUCHTER: They have problems. That's why  
9 they don't have many more vocational high schools.  
10 They couldn't staff them, to begin with, probably.

11 THE WITNESS: What was wrong with the  
12 proposal of having the big companies' staff?

13 MR. LEUCHTER: If you waived the requirements  
14 which said you had to take so many teacher's  
15 education courses at Glassboro State or Montclair  
16 or places like that because they couldn't teach  
17 in theory. They couldn't get teaching certificates.

18 BISHOP DOUGHERTY: The whole question of  
19 certification is being vented right now.

20 CHAIRMAN LILLEY: Mr. Johnson, it is close  
21 to our closing time but I would like to have the  
22 privilege of asking the last question and it is an  
23 omnibus question.

24 There is a certain amount of industry in  
25 and around the Newark area. In a general way what

1 would you do to significantly cut unemployment in  
2 the Central Ward and areas like it through the  
3 efforts of private enterprise?

4 THE WITNESS: Well, you asked a question  
5 that I think I am almost an expert on now.

6 I met with a group of personnel managers  
7 last year and pretty near the same question was  
8 asked. I know that the average kid would walk out  
9 there and look for the highest type job whether  
10 he was qualified or not just to get it.

11 But I have made this statement to them, that  
12 if you could give to me a group of jobs or a  
13 number of jobs starting from the lowest to the  
14 highest that you possibly can and let me try to  
15 fit personnel to the job rather than the job to  
16 the personnel and then help me in the planning,  
17 the school and industry making a good marriage  
18 to help in the planning of teaching these boys  
19 and these girls, then I think we are going to  
20 have a larger percentage of them staying on the  
21 job.

22 Now heretofore it has been more or less  
23 education going one way and industry going another  
24 way, with never a good marriage. Industry couldn't  
25 tell the educator nothing and the educator

definitely wouldn't tell industry nothing.

So we prepare them in what we thought was the right way and send them on to you and you had to retrain them. In the retraining process let's say you would lose 50 percent of them who will be back on the streets and say "I didn't want to work there, I couldn't get along."

Now if I have let's say, X number of jobs, X number of unemployed boys and girls, industry and education making a good marriage, plotting a curriculum to help these boys and girls maintain these jobs, teaching values and what-not and let's start with the money, because the average one of them don't know what to do with the money because the average boy and average girl will work for you and work well, get paid the first time, go out partying and you won't see them for two days.

So you dock them and they do it a couple of more times and you fire them. Then they are back on the street.

Now we as educators and industrial leaders can get together and plot curriculum and training for these boys and girls, if we can do that we are going to retain a great degree of them or a greater



1 percentage of them than we have.

2 CHAIRMAN LILLEY: One last part to this  
3 question.

4 We hear a lot of percentages about the  
5 unemployment in the Central Ward and contiguous  
6 wards.

7 How many people are we speaking of that could  
8 use employment in numbers, absolute numbers? Is  
9 it 1,000, 5,000, 10,000?

10 THE WITNESS: I would say in the thousands  
11 but I couldn't pinpoint a specific number. I'll  
12 say in the thousands. You have a lot of part-time  
13 workers there. You have a lot who don't know what  
14 they want to do and they are holding the corners  
15 down.

16 You have quite a few who work enough to  
17 collect unemployment because they have no salable  
18 skill.

19 I would say that it would be in the  
20 thousands.

21 MR. MEYNER: How many are interested in  
22 acquiring a skill?

23 THE WITNESS: That's a puzzle.

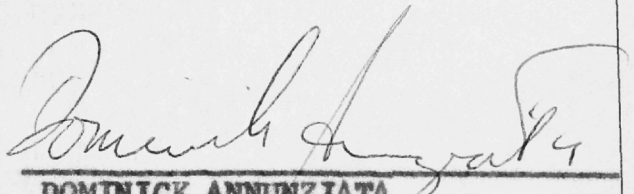
24 CHAIRMAN LILLEY: Well, thank you very much,  
25 Mr. Johnson. You have been very helpful and we

1 appreciate it.

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6 C E R T I F I C A T E

7 I, DOMINICK ANNUNZIATA, a Certified  
8 Shorthand Reporter of the State of New  
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