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Changing Work Force Needs
with
Implications for Higher Education

October 23-24, 1978

Sponsored by
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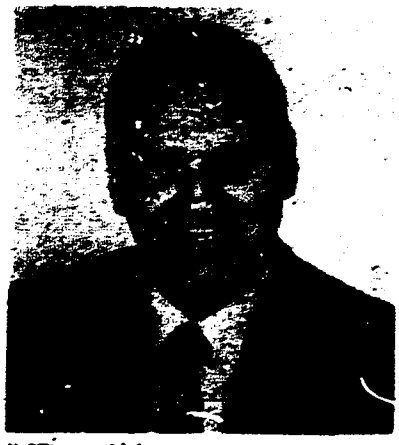

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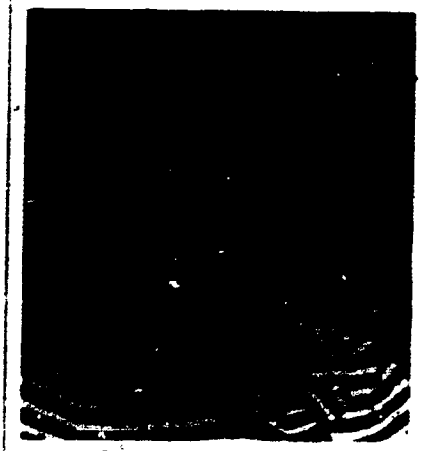


Hazel Reinhardt

James Hickman

Presentations —

be [illegible] in [illegible] work [illegible]
may not be [illegible] by [illegible]
[illegible]

[illegible]
family [illegible]
[illegible]
of the [illegible] with the [illegible]
[illegible]

The [illegible] role of the woman's [illegible] [illegible] The definition of a woman is [illegible] Many are finding that they have a capacity for scientific thought, clear thinking, and [illegible] and they are being rewarded. Men are [illegible] defining themselves [illegible] someone having to be the [illegible] provider for the family. [illegible] less than [illegible] of the population in the United States [illegible]

[illegible]

[illegible] a family [illegible] pressure from [illegible] what is meant by "family" [illegible] they say we have [illegible] everything a family does except make babies.

Women with children who have divorced are in some instances [illegible] they share child rearing and mutual support for their loneliness by sharing a common household. This [illegible] raise again not [illegible] the definition of a family but also [illegible]

[illegible]

[illegible] work works and [illegible] enthusiastically supported by persons because they see this a fit in arrangement as giving them more time for themselves to perhaps find another sort of personal fulfillment in the other sectors of their lives. If there is indeed a lessening of investment with work and a movement toward taking less of the definition of oneself from the work that one does, there seem to be also a greater dissatisfaction

[illegible]

[illegible]

[illegible] personal growth. A person might want to learn [illegible] what he can do. Once it has been achieved [illegible] there are new fields to conquer. The most dramatic [illegible] probably are the physicians who give up the practice of medicine to go into a different kind of field, or dentists who are highly trained, skilled professionals who say there has got to be more to life than this.

Moving into the more mundane level of workers who are not as highly skilled and not professionals, there seems to be a demand for a bigger voice in business decisions that affect job performance. Workers have begun to show a concern about the quality of their working life. Persons are talking about QWL quotient. What is QWL quotient? Quality of worklife quotient. The workers are saying they have a right to look at the quality of their work life.

Determining a method by which workers and management share company policy making has attractions for workers who [illegible] better educated and who have the ability to participate in [illegible] their own jobs. The kind and quality of education that we are getting today and the kind of decision making skills that

1.

[illegible]

[illegible] years. In the framework of family development, we are having to rethink some of the parameters of the family. Because of these newer arrangements where child-bearing is postponed, we are having a look at different definitions of family.

The women's movement has compounded competition and dissatisfaction between marriage partners and among family members when it has been [illegible] income production. When we look at the women's movement merely as a movement in which women are encouraged to get outside the home and to deny the validity of the homemaker and the child-rearer roles, we find that there seems to be greater chance that marital dissatisfaction will result. When income production is perceived as an incredient that promotes greater respect between marital partners, we find that masculine-feminine, male-female, men-women equality counteracts the competition and the dissatisfaction that is observable when it is just an income producing activity. We find that the women's movement has indeed some of the potential for releasing men for different role definitions and releasing men from the pressures of being the sole provider and

that it has [illegible] in the [illegible].

Perhaps the [illegible] is that our population in the United States today is [illegible]. There is a higher percentage of third and fourth-generation [illegible] than ever before in our history.

In the United States we have never really had a pre-Bronson extended family with grandparents, parents, and children [illegible] in the same family with aunts and uncles by the dozen around celebrating family reunions as our myth has it. The reality of the American family history is that we have always been a nation of nuclear families--parents and children. The predominant pattern has been the same kind of pattern that we observe in our suburbs today. We should look beyond what the poets say and beyond the kind of myths that people bring up when they say that there is something wrong with the present. They look back to the past as if it had been that ideal time. Someone has said that what we do is imagine our past and remember our future. We plan for the future as if it came out of our memories and what we thought was the past comes out of our imagination. Maybe we could just turn that around. I suspect what we would have to do is bury the past. Leave it there.

Caring for aged parents is one of the major concerns that we find among middle aged persons. Our concerns for child rearing and bringing our children to adulthood comes at a time when we are also concerned about parent care and having to

[illegible]

[illegible] was [illegible] years. The [illegible] because [illegible] improve [illegible] conditions, health [illegible] conditions [illegible] onto the end of [illegible] when they we[illegible] We have [illegible] is the concept [illegible] the middle years. We n[illegible] middle-age. We have [illegible] these [illegible] onto [illegible] life, but have create[illegible] "mid[illegible]age [illegible] have [illegible] mid[illegible]-age long and longer. We [illegible] to [illegible] persons w[illegible] to retire [illegible] the[illegible] a mi[illegible] an younger [illegible] population. No[illegible] n[illegible] with the later retirement age [illegible] projections of the economy are [illegible] persons will [illegible] work longer in o[illegible] to starve [illegible] we [illegible] orent kinds [illegible] are needed for the aging population [illegible] services are n[illegible] the [illegible] enhance [illegible] es--services that make for

[illegible]

[illegible] years [illegible] --5 to 85 [illegible] living in their own [illegible] but only 48% of women of those age are married and living in their own homes. So talk about the middle years as a time of change.

New [illegible] are needed [illegible] definition of experiences. [illegible] in the middle years are finding new careers that [illegible] satisfying and create a new sense of themselves and one's definition. The need for persons to seek fulfillment for themselves primarily in this interest in their own satisfaction [illegible] to do a great deal with the different kind of housing available today and that is in the greatest demand.

Some persons seek [illegible] experience and fulfill their need for individualism and personal growth. Security minded people plan for future savings and investment. Persons who are looking for security primarily look for their security in things

[illegible] high priority for what I have called a [illegible] lifestyle.

There [illegible] what we sometimes call a [illegible] lifestyle. This is the group that is dedicated to the [illegible] the best life that they can afford. [illegible] persons who have their homes and apartments "[illegible] rather than furnished. They are interested in the arts, theater, and ballet. They are also interested in [illegible] an intellectual subject.

There [illegible] is what [illegible] persons call the hedonistic lifesty[illegible]. That is the emphasis on leisure and material things are used for the leisure they bring. Sometimes the hedonistic lifestyle includes doing without many things out of concern for the ecology. But when it comes to the automobile or the boat travel, concern for the ecology is often sacrificed for pleasure. This lifestyle is one that gives a great deal of concern to parents and to moralists

[illegible]

[illegible]

[illegible]

[illegible] we are doing is caused by us. We are the cause by interacting with our environment.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

The [illegible] and management [illegible]. [illegible] place in industry.

Rapid [illegible] in technology [illegible] education [illegible]

[illegible]
[illegible] education will [illegible]
[illegible]

[illegible]

[illegible] knowledge [illegible] increasing at twice the rate as the economy as a whole. Human knowledge is becoming our [illegible] value.

[illegible] to plan [illegible] a full-scale program [illegible] planning. [illegible] and mountains of [illegible]. We just cannot afford [illegible] things. We've got to say to ourselves [illegible]

It all gets back to [illegible] through [illegible] and there is progress. We need imagination, we [illegible]. We need discipline— [illegible] anything [illegible] for [illegible], without vision [illegible] perish.

[illegible]

by: [illegible]

Ms. Reinhardt received her undergraduate and graduate degrees from the University of Wisconsin - Madison.

She is the [illegible] of "Faces of the Future" along with a series of articles relating to Minnesota and midwest demographics.

Her research topics involved fertility, migration, aging, poverty and population estimates and projections.

She has the distinction of being Minnesota's first state demographer, a post she has held since 1974.

[illegible] Americans are in an age of transformation. We have always been a very youthful society. In fact, in the 1950's and 1960's, we saw this emerging in our popular culture. In reality, we have never been a society where power rested with youth, and we should never kid ourselves about that. Many members of our society were young. If we look at our expenditures of public monies, we have spent a great deal of our money on behalf of the young people. This is true, especially in the states of Wisconsin and Minnesota, where a great deal of the public monies go into education.

We are in the process of becoming an older society. Selected data indicates that this transition will make the remaining decades of this century different than the middle part of this century. I will focus on the reasons

for this change the potential impact on the labor force, where the United States stands in the world, what are some of the big occupations in the United States today, and what is happening to the mobility, the movement and location of people. The focus states of Minnesota and Wisconsin are afraid nobody loves us enough to come to this area. The truth of the matter is, we were never the Garden of Eden in the United States; it was just our perception.

Most of the slides which I have selected are based on United States data, and several were put in about Minnesota. One of the aspects of this change in our age structure will be reflected in a change in our median age, where half of the population is younger than this age, half older. In 1800, the median age in the United States was sixteen. In 1981 we expect it to be thirty years; by the year 2000, thirty-five years. There are several points I would like to make with you. On the median age of sixteen, where the United States was in 1800; this is where many of the developing countries of the world are today. The median age of thirty-five through thirty-seven is where Northern European countries, such as Sweden and Germany, are today.

In the United States the shift has been rather fast. The median age of about twenty-six, in 1970, moved up very

quickly. After 1970, the population under eighteen started to decline until it was close to 40 percent. The population eighteen and over started to grow. About half of the developing countries population is under the age of sixteen. Population growth in the developing countries has slowed considerably from what had been projected.

What lies behind this transformation that is occurring? Well, declining fertility, resulting in decreasing births. Fertility is the rate at which females of child bearing years bear children. The declining fertility rate has produced a decrease in births and longevity. As Dr. Hoy points out in her testimony, we do not add years at the end of our lives, we add them in between. Life expectancy has largely been the function of surviving our children. Our life expectancy has shifted a little bit in the last several years. We've added several months life expectancy largely because people in their 40s and 50s are surviving the cardiovascular heart attacks.

When we look at fertility, I think this is a way of dramatically showing change. In 1960, the fertility level was at 6.0 percent. That is a fertility level similar to that which existed in the late 1800's and early 1900's in some of the developed industrial countries. In 1985, one before World War II, it was just slightly over two. 1970, which

[illegible] the peak of what we call the "baby boom" in the United States, it was over [illegible] in 1976 it was about 1.7. Replacement is considered to be 2.1; that is if fertility continues at that level the population would replace itself over time and you would eventually come into a stationary stable population. We are at a rate of below replacement. However, don't confuse that with [illegible]. There was but the original "baby boom", even at a low rate of fertility, we [illegible] in the United States until about 2037.

A [illegible] fertility. [illegible] in the United States from 1946 to 1964 [illegible] the "baby boom" 1947 to 1964 [illegible] called the "baby boom"; 1957 to 1977, the "bad [illegible]." Births were [illegible] immediately after the war. They went [illegible] and then the [illegible] of the "baby boom" is that [illegible] there has been an increase in births. What is [illegible] about what happened in the United States is that it lasted [illegible] so long. In Western Europe the upward [illegible] fertility, after the end of the Second World War, [illegible]. In the United States it lasted [illegible] and [illegible] very

[illegible] in other industrialized countries [illegible] thirty [illegible]

[illegible] in 1974 it was [illegible]

[illegible] life expectancy, in 19[illegible] [illegible]

[illegible] sixty-five [illegible]

We already have a larger proportion of [illegible] over sixty-five, and [illegible] that we will [illegible]

[illegible]

that the population sixty-[illegible]

about [illegible] percent [illegible]

sixty- [illegible]

eighty-five [illegible]

late sixty-five [illegible]

because of the [illegible]

advances the [illegible], the higher the [illegible]

What does this mean in terms [illegible]

force? The relation [illegible] population [illegible]

secondary education, in states where [illegible]

and education is compulsory in [illegible]

clear cut one. It simply divides [illegible] groups [illegible]

public and non-public sectors. When we [illegible]

education we have a more complex matter because there [illegible]

"market forces" at work. Some studies suggest that one

of the real changes that has occurred in the United States

is not the proportion of high school graduates that go

on to some post-secondary education, but the proportion of

people who graduate from high school. In states such as

Wisconsin and Minnesota we are probably at a plateau of [illegible]

to 95 percent of all eighteen year olds graduating from

high school. There is just not much of an opportunity to

[illegible]

[illegible] Males in the [illegible] through thirty-four year old age group [illegible] participation in the Minnesota labor force. Males in the [illegible] five through sixty-four year old age group [illegible] because, in [illegible] part, we picked up the trend of early retirement. The question now becomes whether that will continue downward or not.

For females, we see dramatic changes for the twenty-five through thirty-four year old group from 1947 to 1[illegible].

[illegible]

[illegible] the twenty-four [illegible] thirty-four year olds will numerically dominate the [illegible]. By [illegible] the twenty-five through [illegible] will dominate.

Why [illegible] that the [illegible]. If we reflect on the [illegible] 1960's, teen-agers and young adults were [illegible]. If we reflect on the kinds of [illegible] there was [illegible] concern about teen-age unemployment. I'm not [illegible] we did a lot about it, but we talked a lot about it and said we were concerned. In the 1970's there was growth in the young adults, twenty-five through thirty-four year old. We are especially aware of

[illegible]

[illegible]

[illegible] we [illegible] short [illegible] "management people," [illegible] in which we have [illegible] and little [illegible] at the top at another [illegible] of management, where "too many in," [illegible] [illegible] A [illegible] at the University of Minnesota's Industrial Relations made the observation that when we looked at a number of students who are [illegible] training, he senses that many of them are people who feel that promotions are passing them by; they education in what they are reaching out to, in the hopes that they will be back in that promotable stream.

What I think we have to bear in mind in terms of education and the role it plays in training and retraining the labor force, is simply that it exists because we have the public

[illegible] problem [illegible], and we have a large [illegible] in the [illegible] caution [illegible] any [illegible].

We have [illegible] startling [illegible] the labor force that [illegible] we have been [illegible] relatively high [illegible] and really, in the United States [illegible], we are [illegible] labor shortage.

In the late 1960's we had an annual average labor force increase of [illegible] percent a year. This continued [illegible] early 1970's and later 1970's. We anticipate that the annual average increase in the labor force, between [illegible] and [illegible], will be down to about 1.4 percent; in [illegible] through [illegible], about .8 percent. These are born people: it reflects the decline in fertility after 1960.

This raises an interesting issue for us. We are on the verge of a labor shortage. We have some pools, one is females that could be drawn out; second is the retired, and third, illegal aliens. We are keeping a marginal supply of labor available on the fringe that could be called on in an emergency.

Where do we stand internationally with labor supply? We are really different from our industrialized cousins.

[illegible] a very large increase in [illegible] a world [illegible] lower [illegible] world wide [illegible] in the United States there has been a number of [illegible] that [illegible] in Mexico [illegible] Central America, [illegible] to where the [illegible] exists, and always [illegible] that one would prefer. We are in this [illegible] position that, if the [illegible] boxing [illegible] are probably going to have to work at increasingly low [illegible] participation of increasing immigration, or we will probably lose some jobs. I think we assume that American industries will continue to try to make profits.

Another very graphic indication of what is happening in the United States is the Social Security System. In 1936, there were 15 workers paying into the system for every person receiving benefits. The recent tax increase in Social Security is estimated not to bear the necessary costs. It seems to me the real question becomes "Is ten or eleven percent of one's income sufficient to pay into a society that is going to have a large number of the population?" Do we really have to pay a much larger percentage? Pension funds are going to continue to be an increasing cost of government.

[illegible] sales occupations, [illegible] percent work in retail sales. In the clerical, 28 percent of that larger category are stenographers, typists, or secretaries. In the crafts, about 30 percent are employed in construction, 26 percent are mechanics or repair persons. In the service industries, over one-third are in food service. If we look at the growth of industry in the United States in the 1970's, we have actually lost manufacturing jobs. Where have we gained our jobs? In the services and the retail trades. What grew in the services? Health care, you might say a quasi-publicly supported service. What grew in the retail sector? Eating and drinking establishments. What kind of jobs have been created? Very low skills are required; minimal skills that we doubt will be publicly supported for training.

[illegible] mobility. [illegible] the United States in the [illegible] population [illegible] Illinois, New [illegible] very slow growth, less than [illegible] Maine [illegible] over [illegible] with [illegible] largely [illegible] it is [illegible] Virginia, the [illegible] population [illegible] Wisconsin, people [illegible] life style. [illegible] Alaska, Hawaii [illegible] of course, Texas and California, [illegible] very large population [illegible] growth from 8 to 16 percent. Connecticut [illegible] area [illegible] favorable tax laws [illegible] it is in an [illegible] where people flee from the [illegible] population centers around Boston.

Consider the migration, that phenomenon of people moving from one state to another 1970 through 1977. States from which more people left than moved to them include Rhode Island, New York, Pennsylvania, Ohio, Indiana, Illinois, and Michigan; the heavy industrial areas of the United States. Florida has the highest proportion of population sixty-five and over, over 16 percent. Wisconsin has done really better than other Mid-western states, and to the chagrin of Minnesotans, even North Dakota. In 1975, for the first time ever in American history, over half of all Americans have lived in the South or the West, and the reapportionment of the House of Representatives after the 1980 census will, without question

[illegible]

[illegible] large centers. In Wisconsin, of course, it is the Milwaukee-Kenosha strip with over 40 percent of the total state population. In Minnesota, it is the Twin Cities and the seven counties around the area which account for 48 percent of the state's population. Illinois has its big population center in Chicago. The population after the war continually kept concentrating in developed suburbs.

In the late 1960's and early 1970's, a new phenomenon began to occur and that is the growth of non-metropolitan areas, the growth of small towns in the open areas. It is

[illegible]

To summarize, we are in a period of transition in [illegible] implications of which are almost beyond the scope of our understanding. Brought with it upon the labor force are [illegible]. We are also experiencing a movement, a location of people over space, that is a little different than we traditionally think of it.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Hazel [illegible] some of the great sociological and biographical trends [illegible] I think my role can best be described as that of providing some connectors, and perhaps amplifications, on a few of the [illegible] this role. I would say, however, that I agree with her that the change in the age composition of our population [illegible] the implications of that awesome, dramatic, "oh, but don't worry [illegible], that's the way the world has always been." Although I wasn't personally there, it is my understanding that Eve said to Adam as they left the garden, "But husband, we are in an age of transition."

I would like to choose as my text, the writings of

[illegible]

[illegible]

[illegible] baby [illegible]

[illegible]

[illegible] what [illegible] What [illegible] mother. The great "taboo" is the "baby [illegible]" that [illegible] talked about. We were, by the late 1960's, in such a place that almost one out of four women, age twenty to twenty-four, was having a baby, and precipitously we came down from that

[illegible]

[illegible] entry.

[illegible] demography, [illegible] part, is not only [illegible] we get born, but how we [illegible]. We get born the same way and we leave the same way. Ms. Reinhardt was talking about some of these numbers [illegible]. In Chart II, we see what's happened to our life expectancy from 1900 to 1970. The top line indicates females; the bottom line indicates males. In 1900, the expectancy was about two years apart and was about fifty years. What is the big story? Not only has life expectancy increased, but the difference between men and women has increased. By the time we got to 1970 there was a difference of between five and six years. Another one of the big demographic facts of our century has been improved life expectancy. As was pointed out earlier, life expectancies have

[illegible] ate.

N[illegible]

[illegible] d, [illegible] Ms [illegible]

This is an [illegible]

rent, the "crude death [illegible]

and the "true death rate" for [illegible]

hanging at about [illegible]

in death rates since about 19[illegible] have been [illegible]

[illegible]

[illegible]

[illegible] Besides the change in [illegible] with divorce. In 1940, for every [illegible] marriages, there was one divorce. In 1975, for every [illegible] marriages, there was one divorce. No longer is the cause of family break-up primarily due to the death of the bread winner. Divorce has now become a major aspect of American society. The ratio between marriages and divorces has changed by a factor of three in the last thirty-five years.

[illegible] Finally, divorce has been [illegible] our society.

Let's turn to projections and what they may mean. I will attempt to stress things a bit differently than what she did. I think humility is a good human trait. It's good for me. It's good for you. Let me be humble first. In 1946, people who are trained like I am, and probably smarter, estimated that, in 1975 the population of the United States would be between 216 million and 244 million. As you recall, when Ms. Reinhardt spoke, she presented you with three projections and these correspond to the three that were made in those years. In 1975, we came in at 213 million, which wasn't even in the range of either of the other two. Of course, in that time the birth rate was beginning to build up. Then it was beginning to peak out. I don't fault the demographers of 1958 who could hardly even see the precipitous fall in the fertility rate

that [illegible] the last year. Although you might fault the people who, in 1948, as we pointed out, had anticipated perhaps a two to three year "bump" in the birth rate; but nothing like that happened.

We must be humble when we start looking into the future. Nonetheless, the rewards of looking into the future are so enormous and we are almost impelled to do a little bit of it. Let's try to lift the veil a little bit, anyway, and see what the future possibly holds. There is no new information, although I am going to draw somewhat different implications. These abbreviated diagrams are here to show you about the age distribution in the United States. (Chart-Figure I) At the turn of the century, about 52 percent of us were between the ages of twenty and sixty-four; over 40 percent more were under age twenty; and about 4 percent were above age sixty-five. The point that I want to make is that we have already lived through seventy-five years of rather dramatic change in the age composition of our population. By 1975, about 10 percent of us were above sixty-five; about 55 percent were between twenty and sixty-four; and only 35 percent were below age twenty.

Down below are two charts. (Figure I) One of them assumes a 2.3 ultimate total fertility rate. Remember that we are now down around 1.8 and that 2.1 is zero population growth. The second chart shows a 1.9 ultimate total fertility

rate and that is what Ms. Reinhardt was thinking we might zero in on, based on experience in other countries. If we zeroed in on 2.3 fertility rates in the next fifteen years, at the year 2050, and that's about the same distance ahead at the year 1900 is behind, about 14 [illegible] of us would be up in classical retirement ages. Remember that there are about ten percent of us now there; about a 40 percent increase. In the normal working lifetime, ages twenty through sixty-four, there would be about 56 percent, and about 30 percent would be under age twenty; that's not much different because we have 35 percent there now. At a 1.9 fertility rate, over 18 percent would be over sixty-five; about 57 percent between twenty and sixty-four; and about 25 percent under age twenty.

One of the interesting things here is that, actually, those numbers in the normal working lifetime change, but not that dramatically. But the major dependency burden changes dramatically. Instead of being at the lower end, the education, health care, playgrounds, parks end, they exchange places with old age income, health care, retirement homes, buses, and others. Of course this poses problems which are already here. A lot of your pediatrician friends are already hanging out their shingles and telling you that they are Doctors of Adolescent Medicine. They have to have somebody to treat. Who would have believed that we would be closing public schools

in Madison. There were about 65,000 births in Wisconsin this year. There are also about 95,000 graduating from high school; about two-thirds of those born in relation to those graduating from high school. So the implications for education are already upon us, not somewhere in the future.

What are some of the possible implications of all of this? I guess the implications may be enormous. For example, for the current Social Security System, one would anticipate, from where we are now, about an 80 percent increase in tax rates if we maintained the same level of income and zeroed in at the 2.3 fertility level, and about 50 percent increase in tax rates if we zeroed in at the 1.9 fertility level by the year 2050.

Implications for the military are there also, because who fights wars? The young people fight wars. One of the problems of the Vietnamese War, there are lots of problems of the Vietnamese War, it was a limited war, and of course, it occurred at the time the "baby boom" boys were of military age; we couldn't use all of them. Part of the social stress of that age was the fact that, here was a war that fell on only a segment of the population. That segment is a declining segment, and if the United States continues the kind of military commitments it has overseas, does this mean a return of the draft? It may. It certainly means a lot of reorientation between the roles of the government, between the young and old.

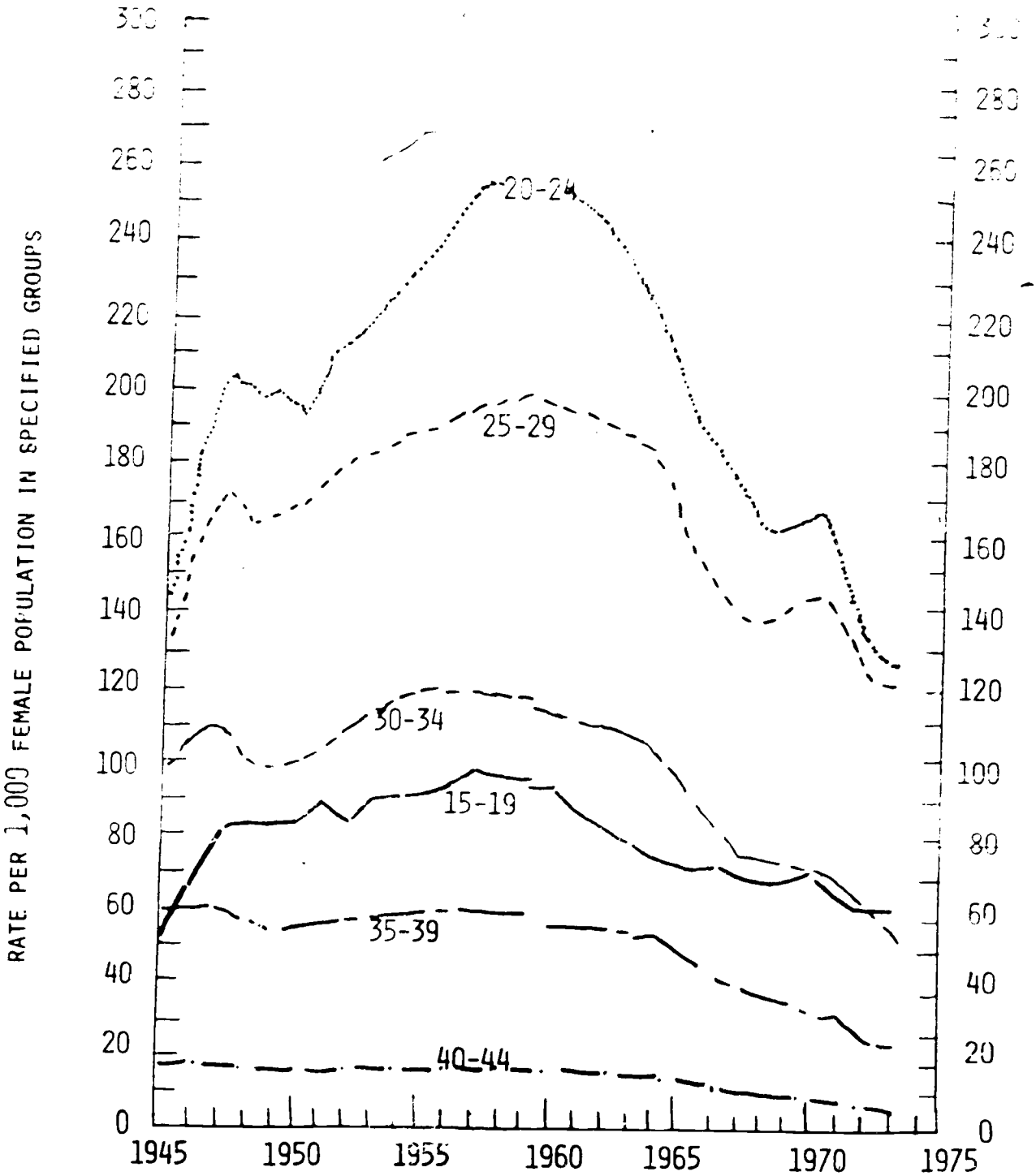
One can certainly see, since the needs of the old have tended to be met by the federal government and the needs of the young by the young, that we need some kind of reverse revenue sharing going back the other way.

Ms. Reinhardt spoke, a moment ago, about unemployment and I concur with her remarks completely. We will have employment problems, but they will be different than the ones we have right now.

These are some of the issues that you, as citizens and educational and business managers, are going to be wrestling with for the next few years. They aren't as dramatic as the OPEC Oil Embargo. It won't have that kind of overnight impact. We can manage there; but I hope you will avoid what many of my colleagues in education did, to my eternal mortification; they did their projections for several years with a ruler and when I read some of the things that, heaven forbid, I even wrote in 1968 about what I thought college enrollments would be now and in the early 1980's, it embarrasses me. If I had only gone down to the library, and it's in almost every public library, and opened up that "Big Blue Book" called Vital Statistics in the United States, I would have known I was wrong because those kids were here and all you had to do was go down and open that "Big Blue Book" and you could see it. I urge you to open the "Big Blue Book".

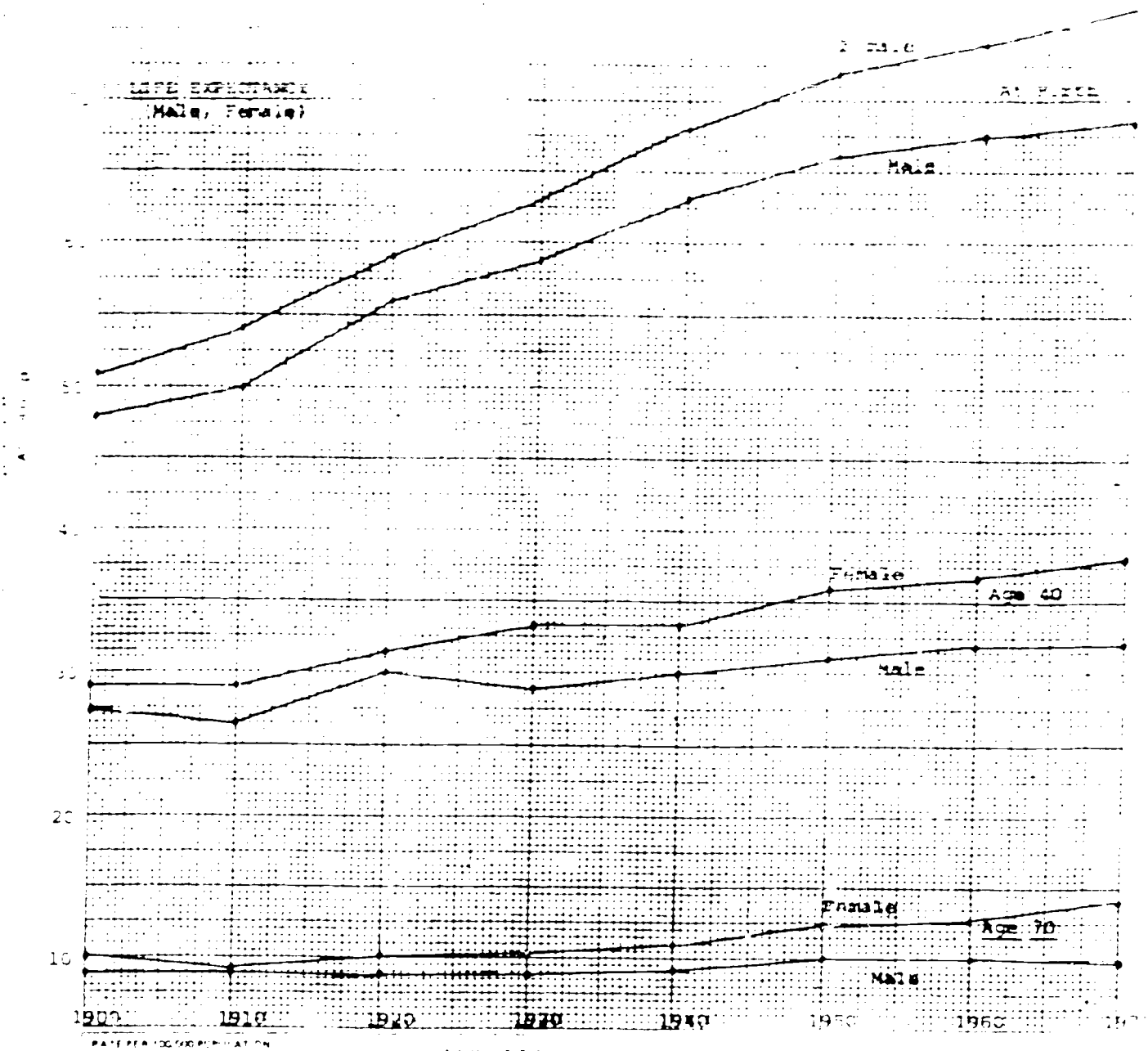
You will learn a lot of interesting things because our educational institutions and our industries exist to serve people. The number of them, where they live, and what they like have an awful lot to do with what we do in those institutions.

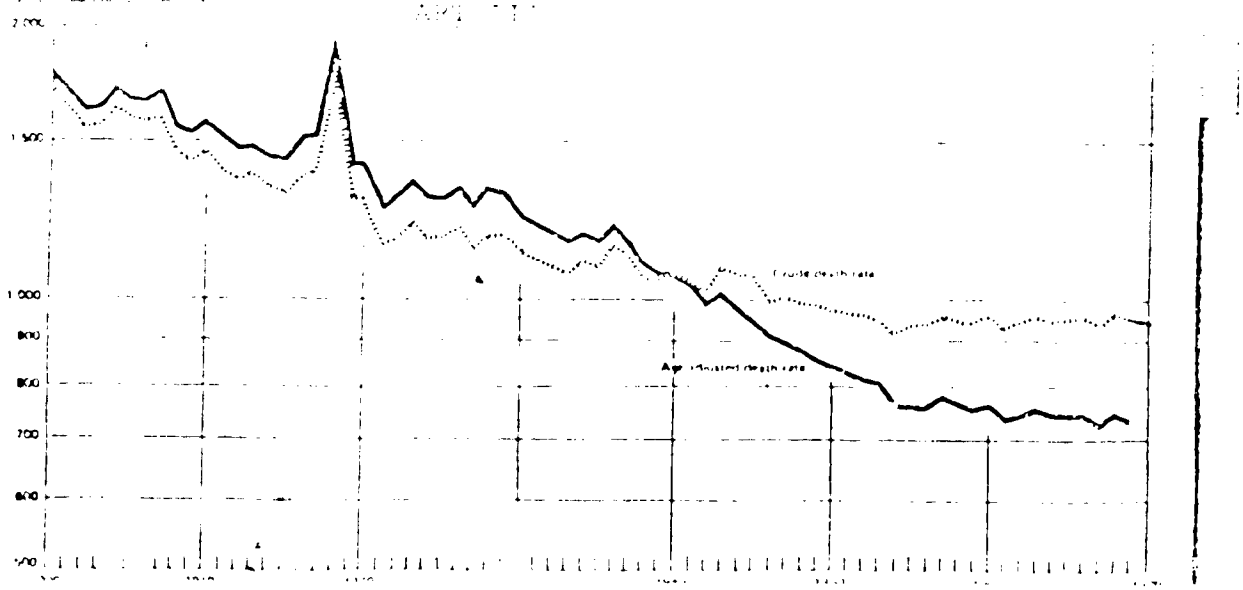
BIRTH RATES BY AGE OF MOTHER: UNITED STATES, 1945-73



(BEGINNING 1959 TREND LINES ARE BASED ON REGISTERED LIVE BIRTHS; TREND LINES FOR 1945-59 ARE BASED ON LIVE BIRTHS ADJUSTED FOR UNDERREGISTRATION.)

1976 Annual Report of Board of Trustees OASDI


LIFE EXPECTANCY
(Male, Female)
Male
Female
Age 40
Male
Female
Age 70
Male
1900
1910
1920
1930
1940
1950
1960


1 500
1 000
900
800
700
600

B. LABOR FORCE PARTICIPATION RATES FOR MALES AND FEMALES AGE 55 AND OLDER, 1940-1970

LABOR FORCE PARTICIPATION RATES

	MALE				FEMALE			
AGE	1940	1950	1960	1970	1940	1950	1960	1970
56	89.1%	87.8%	86.0%	88.3%	19.0%	25.7%	40.7%	43.7%
58	86.9	86.1	86.7	85.9	17.7	24.8	38.6	46.5
60	81.9	82.1	83.2	81.3	15.8	23.1	34.7	42.9
62	79.7	80.0	78.6	72.7	14.9	20.9	29.5	35.9
64	74.4	75.2	70.0	63.1	12.4	18.0	24.3	29.3
66	62.0	62.9	45.9	41.9	9.6	13.4	17.6	18.8
68	54.9	54.2	39.5	35.4	8.2	11.4	14.6	14.7
70	44.0	44.5	33.2	28.0	6.3	8.1	11.7	11.1
72	37.4	39.0	27.8	22.1	5.2	6.0	9.0	9.1
74	31.4	30.8	25.1	17.4	3.9	5.0	[illegible]	7.1

SOURCE: [illegible] Census of Population, [illegible] 1973, [illegible]

FIGURE 1

CHANGING AGE COMPOSITION OF THE
UNITED STATES POPULATION, 1970-2050

[illegible]%

51.5%

[illegible]%

1970

[illegible]

20.3%

34.7%

35.[illegible]%

1985

[illegible]

[illegible]%

55.5%

[illegible]%

2050 - [illegible] ULTIMATE TOTAL FERTILITY

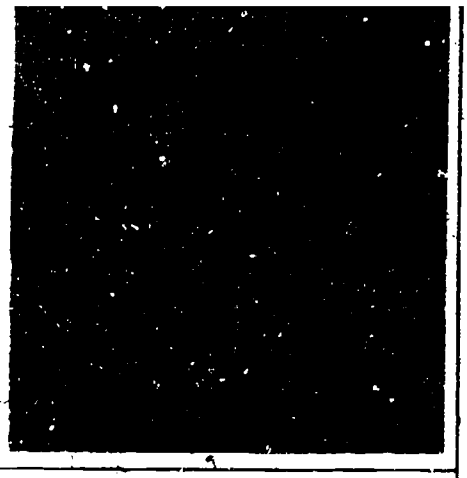
18.2%

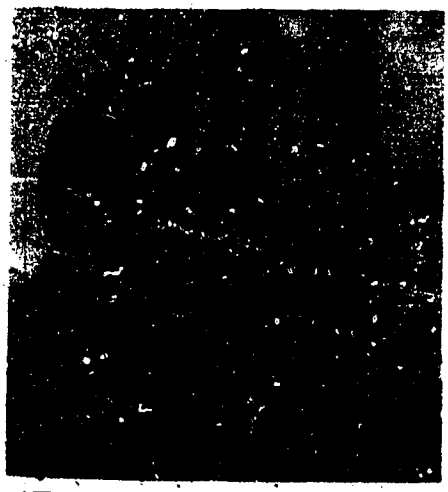
57%

24.8%

2050 - 1.8 ULTIMATE TOTAL FERTILITY

Source: [illegible] Annual Report of Trustees [illegible]





Reaction Groups —

[illegible] Black women tend to bear more children than whites. The [illegible] population, in the last [illegible] years, has been [illegible] the black and white population, which is contrary to what most people come to believe. There was a discussion about whether or not minorities and people on Aid to Dependant Children and Welfare are interested in work or not. It was said that there were not as many minorities being created in the society, at least within the past ten years, and some discussion as to social class or education tend to have fewer children, this being a much stronger variable than whether somebody is a minority or not. There was a general discussion that bearing children and working is not incompatible for all jobs, but is incompatible for some jobs. Hazel Reinhardt stated that basically, there

[illegible] which we have [illegible] difficult to [illegible] while bearing a good number of children. People, however, are [illegible] more toward some kind of [illegible], as a result of the working population.

[illegible] discussed was the need for more [illegible] education rather than specific skill education. [illegible] people were concerned about the lack of skills [illegible] they were receiving from the vocational institutions. They seemed to feel that managerial skills, personal skills, writing skills, problem solving skills and communication skills were very important things that people should learn about; not just specific training for a job. One business leader said that he guessed units of the industry would have to do more specific training than they have been doing in the past few years. Somebody mentioned that two billion dollars a year is being spent by industries on education. There was a general feeling that in the future, those of us in education should take more seriously the general education functions and work closer with industry in this need to help them to do the training, specific training, on the job. There were a number of discussions on the need for life long learning. There was also a feeling that education should take place about the market and in the work place, not just in the four walls of the universities and vocational schools.

There was some discussion about the fact that there is a social class base underlying the type of education chosen by students. Whether they go into the armed forces, education, vocational schools, or into universities, there is also a feeling that there is a lack of proper education about potential careers. One of the business leaders felt that counseling in high schools is abominable. There were some feelings that maybe there was a need for more counseling in the universities and technical institutes, in terms of future careers. There was a discussion about the inefficiencies that exist, presently, within and between the vocational schools and the universities, in terms of future careers.

MR. BOZON:

We still have a definite need for what was termed "people skills". It was stated in our discussion group that we need to teach "people skills" in higher education, for this is the challenge of management. Also along those lines, there was an expressed emphasis on the need for better communication skills on the part of our graduates.

The comment was made that the individual at the elementary level of education may learn how to operate a calculator or computer, but once they get to the collegiate level they have to learn how to read and write English.

One of the other areas discussed, and I think it has been presented, is that we are not presenting solutions today, but rather problems or challenges that we need to face as educators and representatives from business and industry. Another one of these challenges is in the area that we call "lag time". We need more specific identification of the labor market needs from the students' graduation date on, rather than information strictly based on present needs. That possibly, too often, we determine educational program establishment by present needs rather than forecasted needs. Education must be flexible enough to react to changing needs.

An interesting question or issue that came up was how do we get people beyond the psychological aspects or psychological barriers of going back to school? We need to address ourselves to this as a challenge. Another part of this question might be looked at more from an industrial standpoint. Are there adequate incentives to provide a basis for continuing education? Are we as business people providing to our employees enough of an incentive so that they are truly willing to return to a classroom situation, or to a learning experience, wherever they might be.

I want to emphasize again the need expressed by our group for individuals, employers, and educators getting together

more often. We need to get people in an "up-dating habit"; second, we need to keep people involved in education; and third, we need to bring education to the people; by this I am implying, of course, that we bring education to the job. The point was very strongly made in our group that we do indeed have the mechanism; the question is "Are we using it efficiently and effectively in carrying out our appropriate missions as educational institutions?"

Another need that our group expressed was the need for competent individuals to counsel students in career planning and development. We need ways of getting new information out to the people. As a supplement to our discussion I brought something today to share with you. I have been working in the state of Illinois for the last three years, and came upon material that had been developed cooperatively through industry and higher education (higher education including both the baccalaureate programs, and the Vocational, Technical, and Adult Education programs). There is a tremendous amount of material that is available today in the way of information delivery as it relates to career objectives in planning for the future. You may want to take a look [illegible] this material [illegible] this morning. It is a compiled [illegible] manual that deal specifically with

career assistance and placement services. The first manual, "A Curriculum Guide for Pre-Employment Skills," is directed toward the student seeking employment. It covers all aspects of how to go about receiving [illegible] information about jobs, sources of employment, data sheets, resumes, initial contact with the employer, the application form, job advancement, termination, and rejection check. (Appendix C, Exhibit [illegible]). The second manual, "Resource Manual-Career Assistance and Placement Services," [illegible] from the counselor's standpoint as to how we, in a position of responsibility [illegible] the student, can assist. (Appendix C, Exhibit [illegible]). This material is set up in a systematic way and [illegible] a series of [illegible] programs. Mr. [illegible] Polack, who was the director of this project, was very careful to point out that some of this material is copyrighted and can be [illegible] for your [illegible]. His hope was that the material would be used. The manuals were developed through federal and state grants. [illegible] [illegible].

[illegible] the other items that [illegible], that I would like to [illegible] in the question, "What is the philosophy and [illegible] and industry in regards to [illegible] the job market?" What are [illegible] are we, in fact, [illegible]

as we can be? Are we, too often, using the excuse for rejection of the applicant, "You weren't qualified enough"? This can cause the individual to experience a shock after they have been notified. "What does that mean? Am I not qualified? What does this mean to me as an individual? Do I have to go back and change my occupational goals?" We might question this approach and try to be a little more specific in terms of what our goals are, if we are presenting those to the [illegible] and the educational [illegible] members, so that we, in-turn, can use this information more effectively.

We've been talking about change. Probably one of the first areas we need to get into is this thing of education for specialists versus general. ED. We don't like that, but really, we, as educators, may have to face this position along with assistance from industry. Are we, in fact, providing too general an educational foundation? Is there a need for us to change, possibly at the baccalaureate level with greater areas of concentration? It's not necessarily saying we should, but it was an issue that was expressed. On the other hand, are we too specialized in the areas of vocational, technical, and adult education, in terms of dealing with job entry aspects, but possibly not practical enough either, in dealing with the total life of the student? I think that a significant question was raised in our group in terms of the baccalaureate and graduate placement. ED.

University programs are placing people in "occupational areas", and our role is not really specific "job entry". It is, rather, that of providing a long-term successful experience. Thus, we should use long-term measurements as we are considering measuring success. Are we looking for the answers to some

We raised these points as issues, as questions, as ideas, and I don't think that our discussion group came up with many definitive answers. The one bottom-line conclusion that we can make is that we as educators, both in the fields of vocational, technical, and adult education, and in higher education at the university and college level, need to be together constantly with our counterparts in business and industry so that we can share information. Without information, we cannot make good decisions.

I think that's about all that I want to share. I may have shared more than I should have from our group, but I think that what was presented was truly representative of our group discussion. There are many concerns, but we do have the mechanisms to meet the challenges. It's up to us to carry them out. Thank you.

SUMMARY [illegible] ION [illegible]

LEADER: [illegible] LEHRMANN

REACT [illegible] [illegible] W. [illegible]

[illegible]

The lag time between the [illegible] of a new [illegible] a new idea [illegible] a new process [illegible] implementation [illegible] approaches [illegible]. The concept of the transistor, for example, took [illegible] years to implement [illegible] [illegible] implemented in less than two years. The [illegible] [illegible] world [illegible] [illegible] and [illegible] [illegible] implementation [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] have been [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

at considerable expense in both time and money. Business and industry is concerned about the mix of "who benefits and who pays" insofar as that mix is concerned with the middle-aged "career changers." What will be the mix between the worker, the profession, business and industry, and the public in providing resources for handling the expenses involved in career changes? For example, in the University Wisconsin system, the public pays approximately five percent of the cost for a young person in preparing for career entry. But, what about the one who is returning for a new career change during the middle years of life? Under the present extension system, for example, students pay their own fees which only pays extended educational services. Business and industrial representatives are concerned with this arrangement. Should it be re-examined. It was brought out loud and clear that the private sector will find a way to market training and probably make a reasonable profit as the community at the public sector does not keep up to reality. There is a [illegible] that educators should keep in mind that unless we can provide the appropriate training [illegible] will and at a profit.

What are the implications [illegible] in making the [illegible] more satisfactory [illegible] the business and industrial representatives [illegible] were

that promotions mean less to the employee today. In "two-breadwinner" situations, families are applying some very definite criteria in dealing with promotions leading [illegible] a move to another part of the country. And, they are more apt in today's world to reject promotions based on how much a promotion means in regard to both of their work situations. How is this going to affect today's youth who will be entering the work force 15 to 20 years from now? This may be an entirely new challenge to educators. But, if we are becoming less mobile due to these factors, perhaps the school will become closer to the center of life and work. Perhaps people will depend upon the school, the university, and the vocational system for continuing support at a place of residence that will be more permanent. If this is true, then the real challenge of keeping up, keeping in touch, keeping in much closer contact with the community and where it is going is the challenge to the public educational [illegible] including the university and the [illegible] districts.

Industry [illegible] definite need for an educat[illegible] [illegible] "[illegible] change." The keeping with and implement[illegible] [illegible] bottom line.

As [illegible] in the beginning, our technology is [illegible] advance a far time of [illegible]. The need to prepare students in "how to research", where [illegible] is and what to look for was [illegible] greater. [illegible]ness and [illegible] problem solvers! First, someone who can take [illegible] himself

or herself. This applies across the board. There is more emphasis on responsibility of our schools to teach citizenship, free enterprise, the political system, capitalism, good health and exercise. Teaching students not only to read, but how to enjoy reading and sports so that television can be minimized and constructive activities pursued. There needs to be an awareness of local surroundings and this will cause an awareness of what business and industry is all about.

There was general consensus in the group that our schools teach too many idealistic ideas and not enough realistic concepts. Students become disillusioned and, therefore, disappointed when they have to accumulate smaller tasks before being assigned a higher position. Students are as impatient as society is impatient.

SUMMARIZATION OF DISCUSSION [illegible]

LEADER: MR. HAROLD SAHAPIAN

REACTOR: DR. RICHARD [illegible]

We'll have [illegible] up by saying that previous speakers [illegible] were going to say, therefore, [illegible] and smaller. However, that is true. [illegible] were discussed by the previous [illegible] group.

We tried to zero in on specific [illegible] industry's reaction to the future labor [illegible] somewhat hampered because we only had two [illegible] sentatives in our group. However, they were very [illegible] aggressive, and outspoken, and provided us with some [illegible] of view that were a little bit different than I think [illegible] of the educators in our group had looked at, [illegible] framework.

One of the major premise results of the [illegible] our discussion was the whole concept of retraining [illegible] that it has to be planned for. If you use the analogy [illegible] most organizations view the obsolescence [illegible] their [illegible] as a necessary expense to run the company, and [illegible] equipment nowadays doesn't wear out, it [illegible] obsolete. And most of us, including educators I think, [illegible] think of people in that same framework. I think we all [illegible] nize that people need to be retrained [illegible]

[illegible] typical [illegible] [illegible] but we didn't put it in the same framework as -- We [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] think [illegible] [illegible] [illegible] [illegible] [illegible] with people. We know that people are [illegible] [illegible] [illegible] [illegible] [illegible]. Therefore, it is a [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] make sure that [illegible] [illegible] [illegible].

The other point I want to make is that I think I personally didn't [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

hundred craftsmen. We all think of basic craftsmen as being something that's going to be there forever in that we're having new occupations, but the craftsmen, per se, aren't being replaced. Well, this is a very concrete example of how that is actually happening.

The industrial representatives were also very concerned to make sure that we educators well recognized that the number of employees will be reduced in many industries, that volume of production and sales will be increased, that industry is doing all it can to eliminate the need for people to produce and sell their products, and as they do that, obviously, it has an impact on that labor market and it has an impact on what we do as educators.

We tried to zero in on, specifically, what vocational-technical education can do for industry and what university systems can do for industry. Most of the conversation was pretty basic, as in Merle's presentation. However, we did have our IBM representative again try and put things in better perspective for us, and he said that they look at jobs in two ways. Very specifically, which jobs are trainable jobs; that is, which ones can they themselves do on the job, regardless of the level of what that job is; the other one is which ones are skilled jobs that do require prior training. Again, it makes no difference what the level of that job is. I think

most educators have looked at it and said, "We have semi-skilled adn non-skilled jobs and industry can take care of that and everything else we should be doing one way or another." His conversation caused me to be thinking a little bit differently on-- particularly vocational-technical's responsibilities-- on all levels of the job, what can we do? Most of us, particularly in the vocational-technical and the university system, staking our turf for responsibilities, have been saying, "Well, the policy-related, the research-based, and the managerial theory is the realm of the university, and the practical and the skilled jobs are the realm of the vocational-technical." But the conversations with these industrialists yesterday caused me to be thinking rather than in terms of jobs, more in terms of skills and concepts necessary to do a particular job. This is going to give both systems even more headaches in staking out turf because it was kind of convenient to stake out that turf on the basis of a job, but now we try and look at it, not only within that job-- not on jobs-- but within jobs. Whose role and responsibility is it to provide certain types of educational training is going to make it even more difficult, but something that has to be faced.

We had the usual concern that the new employee must be as productive as quickly as possible and it made no difference as to whether it was an unskilled position or a very highly-technical or professional position. I think the [illegible]

of the industrial representatives was that it made no difference whether the person was coming out of a vocational-technical school or coming out of the university, that they have to be productive as quickly as possible. The days are [illegible], whether it's an engineer or whether it's a production worker, when industries can afford to spend a lot of time learning on the job. They have to be able to come in and [illegible] very quickly.

We tried to zero in on types of skills that the industrial representatives felt were lacking in their new employees, regardless of level. One of them was the whole concept of quality assurance, and what is the vocational-technical system, what is the university system doing for any type of [illegible] that the new employee has a concept of quality [illegible] understands what the [illegible] quality assurance [illegible] the product, and their job. Again, this is [illegible] identified that can be handled by all [illegible].

Two other areas that [illegible] management degree, [illegible] was the ability to direct and inspire. We spent a [illegible] of time talking about the whole concept [illegible] communication [illegible] and inspire, we [illegible] that a person has [illegible] it is my own [illegible] require [illegible]

[illegible]

[illegible]

I [illegible] read the transcript this morning, so if you want another version of what happened, you can read the transcript. This is my version. This is going to be a short report because I will report only those things that had something to do with the theme of the conference.

The rules for this report are the same rules as for eating an elephant. There are three rules for eating an elephant: (1) You have to start biting somewhere. (2) It doesn't make much difference where you start biting. (3) After you bite a lot, most of the elephant still remains. So I'll go by those three rules in this report.

There first was a call for some questions; some of the questions to which we should be addressing ourselves as we look at this theme. Some of the questions had to do with a shifting from a "me" to a "you" orientation in industry, identifying needs through marketing. My question then was, does this represent a more hedonistic shift for maximizing profit and less risk taking by industry, or does this mean that we need more people in marketing rationale than what we had produced before?

[illegible] terms [illegible] spe[illegible] [illegible]s." So what [illegible] [illegible] il [illegible] and what if we do with environmental [illegible] What do we [illegible] with the resource management? How do these [illegible] ge[illegible] translated into jobs?

Another question was, "Wh[illegible] are the good available people, not only the professional people, but the skilled and the t[illegible]nician at any level?" There always seems to be a shortage of quality people as you go to hire. What is industry willing to train for, as opposed to what are they willing to buy from schools in terms of skills. As an example, we talked about the familiarities with computers. For instance, what can the people do themselves as opposed to what do they have to have before they come on the job? How do we get visibility in schools for new occupations? Do new and emerging careers evolve slowly enough for industry to retrain their own new people from the existent labor force?

Then, "What if decentralization replaces centralization?" The going from movies to T.V., from nuclear to s[illegible], the whole concept of interrelated ec[illegible]logy. I guess I find that [illegible] specialists. We seem to have been [illegible] [illegible] years. What is [illegible] [illegible] [illegible],

[illegible]

[illegible] for instance, replacement rain and cable in the [illegible] industry; computers replacing clerical operations, industrial marketing spinning off and being different from consumer marketing; and certainly, increased regulations. OSHA is an example of a trend where the increased regulations required more time and so more people.

We looked at the long-term trend of our society going from agriculture to manufacturing to service to-- Then we ran out of time, I guess, but the predominately service oriented occupation group that we now have is probably not the answer, any more than agriculture was the answer, or manufacturing was the answer, and it, too, will probably become more productive, and its percentage of the work force will dwindle. Then what comes in to take up that slack? Some suggestions were the great 'leisure society.'

Then there is the increased expectations of services, in terms of a trend. Adam Clayton Powell, if you remember when

[illegible]

think now that is translated [illegible] new and [illegible] -tions?

As I said, if you want anything [illegible], you will have to ask the chairman to read the tran[illegible]

Summary —

[illegible]

Participants: [illegible] JAMES D. HIGHMAN, RICHARD NEL, WILLIAM [illegible]

Moderator: [illegible]

MR. [illegible]: We shall now have a panel discussion [illegible] be reviewing the conference in which, based on the inp[illegible] of the [illegible] has given, and based on the inp[illegible] they have [illegible] from the reporters of various groups.

MR. ARBITT: To be [illegible], one [illegible] that [illegible] 'leisure society'. [illegible] some substitutes for work? [illegible] conflicting data in [illegible] to the 'leisure society'. [illegible] further reading [illegible] Monthly Labor Review, that the Japanese, for example [illegible] moving from a very work-oriented type personality, [illegible] study made for [illegible] Japan. [illegible] dis[illegible] in the United States [illegible] we going towards the [illegible] a proper [illegible] in the [illegible] [illegible]

bring these two things more into play.

MR. HICKMAN: I would like to insert what I hope is a historical perspective on this. Go back seventy-five years to the turn of the century. We are talking about steel workers working sixty hours a week. The change from 1[illegible] to now has been enormous. I am convinced we will have changes in the future, but not as much percentage change as we have experienced in the last seventy-five years. We should ask ourselves how well have we done? The liberal reformers of the early part of the century expected a flowering of culture with the attainment of the 40-hour work week. That flowering never really took place.

MR. GALBRAITH: A concurrent thread in all four groups was human relations and communication, or interpersonal relationships. Is it inherent in the individual? Where is it developed?

MR. ABBOTT: We have feelings of powerlessness, and I see searching on the part of all of us. How can we grab hold of our lives and direct our lives? Career education is part of this general movement of controlling our own lives.

MR. GALBRAITH: They have said to us in all four groups that a man who is a producer is completely uneducated in directing the efforts of others. He is inarticulate in interpersonal relationships. How do we develop the ability of an individual to express himself?

MR. HICKMAN: I would like to divide my response to your question into two parts. First is the topic of technique, and

the second concerns whether there is [illegible] genuine feeling of conce[illegible] for others. As far as techniques goe[illegible] there are important bas[illegible] skills of communications that [illegible] help [illegible] person convey ideas a[illegible] direct other people. It is tr[illegible] that [illegible] are probably doing a poorer job today of educating [illegible] effe[illegible]ive communication tha[illegible] some years ago. Part of the re[illegible]on [illegible] this poor performance economic. In industry you can improve productivity by replac[illegible] several men with one machine. [illegible] education we can improve ou[illegible] productivity by increasing ou[illegible] las[illegible] [illegible]er, sometimes, by replacing a person with a mach[illegible] [illegible] communications i[illegible] human thing it is difficult [illegible] [illegible] for commun[illegible]tions. If someone is to lea[illegible] [illegible] has to li[illegible] and tell the student whe[illegible] h[illegible] [illegible] one is to to write; a teacher has to read [illegible] [illegible]t how he ca[illegible] do better. The acts of listeni[illegible] [illegible] and th[illegible] consuming, and that means [illegible] non-educable part to this prob[illegible]em a[illegible] [illegible] going [illegible] convey to people that you [illegible] [illegible] about [illegible] you have be concerned. No matter [illegible] good [illegible] te[illegible]nique, if really don't care, they wi[illegible] kn[illegible]

INDUSTRY: What industry needs [illegible] general skills student[illegible] in terms of these [illegible]si[illegible] [illegible] [illegible]re [illegible]lkin[illegible] abou[illegible] This is a time when the taxpayers [illegible] [illegible] back on the allocation to public universit[illegible]s at [illegible] [illegible] that what they need most is smaller group [illegible]intera[illegible]tion, [illegible] is expensive.

part [illegible] the interaction between universities and industry has to be for industry to state a little more clearly their generalized needs. If they take too seriously the vocational end [illegible], preparing somebody for his first job, they are hurting themselves five years down the road, and [illegible] hurting society at the same time. It is a series [illegible] building at this moment in time.

INDUSTRY: I think industry has been shocked that [illegible] are given to [illegible] with [illegible] having those general [illegible]. The fundamental skills of reading, writing, and [illegible] education that used to be [illegible] major and in our educational [illegible] disappeared over the last fifteen years. We can [illegible] people how to run [illegible] machines in computers, but the [illegible] to read and write appears not to be a priority [illegible]

[illegible] EDU: It seems [illegible] important question [illegible] measure productivity [illegible] business and education? [illegible] seem to hold [illegible] productivity goes up because [illegible] in classroom. [illegible] teach people how [illegible] matter in a classroom [illegible]. Education has a different kind of productivity, and that has to be clarified.

MR. ABBOTT: Isn't this why business and industry are running behavioral-type courses for their employees? The remark was made by one of the [illegible] that if formal education

doe n't do it, then there are going to be private organizations that will do it. I would like to ask some of the employer representatives: Don [illegible] include interpersonal skills as part of your training.

INDUSTRY: We have to be aware of the attitudes of many of the students coming out of school. There is quite a difference in the freedom and independence of an academic life compared to a [illegible] corporation. The corporation is not a [illegible] institution. Those of us [illegible] kids that come out school today. [illegible] is to tell us we [illegible] know what [illegible] or that they don't really have [illegible] the discipline of [illegible] corporation. Discipline of a [illegible] is tough. Many of them don't survive because [illegible] don't know [illegible] a shock they are not prepared for. [illegible] to give new employees a lot of help on how to handle [illegible] in the corporation. Behavioral development is really [illegible] someone [illegible] into an organization that is military in its structure. It is not a free society.

EDUCATION: [illegible] don't know where you get the idea they come out of a democratic institution because the university certainly isn't a democratic institution.

INDUSTRY: It has far more capability of challenging you in a class.

INDUSTRY: I have two comments to make, one relative to

productivity, and I think it would be true to education as well as to industry. It is one thing to mass produce or raise the productivity level, but unless the quality of what you are doing is there nobody is going to buy your product. With your production aspect you have to have a quality aspect. In terms of education, we do spend a lot of time training and retraining a lot of people in terms of communication and attitude skills, verbal communications, motivations, along with a lot of technical things. It is being done. What I am concerned with is the business that is not Parkside's, or the business people who don't have inside training capabilities. They are caught between the rock and the hard spot. They have got to get this kind of a person someplace, or get somebody that they now have that they like retrained. That poses a problem. Don't ever let quality go because you want to highly produce.

INDUSTRY: The question was asked: Where does a smaller organization get these people? I take them where I can get them. Some from the big people after they are trained for six years.

EDUCATION: I would like to go back and challenge the concept of the generalist. I think they were talking in terms of very specific skills--those skills which may be normally considered academic skills. They weren't in the context of

generalist as [illegible] would think of general [illegible]

MR. [illegible] [illegible] of the problems are [illegible] in [illegible] technology left you wi[illegible] that [illegible] as corporation man [illegible] we [illegible] of problems. For example, I was [illegible] problems w[illegible] systems and ab[illegible] betwe[illegible] economic growt[illegible] with [illegible] work out solutions [illegible] the [illegible] Therefore, I want to [illegible] general[illegible] think Jefferson was r[illegible] a democra[illegible] pe[illegible] can't read or writ[illegible] and one, [illegible] understand [illegible] fair bit of science [illegible] the probl[illegible] supplying the manpower needed to make [illegible] work, if [illegible] make democracy work, we have t[illegible] that can [illegible] the trade-offs in some of th[illegible] General ed[illegible] and I do not mean soft educ[illegible], I me[illegible] hard educa[illegible] necessary. For example, I think m[illegible] ought to k[illegible] because you can't know [illegible] it, and I [illegible] think you can be an effective [illegible] in the last quart[illegible] the 20th century without knowi[illegible] of scienc[illegible] ed general education, not on[illegible] the economy, [illegible] make democracy work. Without [illegible] ducation

[illegible]ati[illegible] flip-flops that may take pl[illegible] are go[illegible]g to be very [illegible]structive to both the economy a[illegible] [illegible]iety. I would supp[illegible] [illegible]eral education, not only from th[illegible] [illegible]ewpoint of communic[illegible]ns and [illegible]echnical skills in a co[illegible]ation; I would sup[illegible] [illegible]s [illegible] essential to democracy.

[illegible] TION: What do we do to [illegible]ction in socie[illegible] a[illegible] [illegible] We have to make political [illegible]d social dec[illegible] [illegible] who works, every adult has to do this. H[illegible] [illegible] back into line? To me, this is a key [illegible] o[illegible] society.

IN[illegible]TRY: I'[illegible] like to go back into the area [illegible] [illegible] skills because I still bel[illegible]e that's rea[illegible] [illegible]damenta[illegible] problem--getting people [illegible] be productiv[illegible] [illegible]one [illegible]ade th[illegible] comment about respec[illegible] from [illegible]e person we [illegible] [illegible]ociety [illegible] Are we ga[illegible]ning or losing [illegible]at respect?

[illegible] HEY; I'd like to make tw[illegible] comments. On[illegible] [illegible]nk [illegible]oncern for others can be taught. I think there a[illegible] [illegible]echniques [illegible] teach persons an awareness of h[illegible] interconnected w[illegible] are. [illegible]'s not the usual classroom proce[illegible]e, you have to u[illegible]e some [illegible]fferent techniques. We're at a [illegible]te[illegible] now in which the [illegible]spect for others is at a low ebb. There's a strong push [illegible]ard "do your own thing." It's showing up in a rather [illegible]range way; that is, take responsibility for yourself. That's [illegible] translated into "say what you want to say, do what you

want to [illegible], without concern for the other person. This is what I [illegible] the campus, in the community, and in my continuing education and extension work. I checked this with other people and it seems to be widespread. We're going to assert ourselves. [illegible] going to say who I am and speak my piece be[illegible] long[illegible] as anyone going to step on me, and to help [illegible] the rest [illegible] them.

ED[illegible]TION [illegible] has a by-product of extended adolescence. That's a mild speaking. Now, I hope that by the time they are thirty-seven they will come out of it and become adults. I think this is one of the things that we in education haven't always recognized, and that's the extension of adolescence.

DR. [illegible]EY: I think it's been a problem for many persons for many years. I think it's become more blatant, but we have too many sixty-year-old adolescents. In terms of stages of moral development, that's stage two; that is, "I'll scratch your back if you scratch my back." That's the exchange theory, which probably at the present time is getting the greatest play among researchers who are applying it to marriage and the family. They're applying it to industrial relationships, and they're applying it to employer-worker, as well as to peer relationships in other areas. I don't think it can be said that's adolescent. I think that's pretty deeply ingrained

in our society.

EDUCATION: I'd like to raise another specific question but in order to do that I'm going to try to summarize the things I've learned in these two days. I see some variation from business and industry as to what is needed by employees. I think that varies according to the size and according to whether you're talking about managers or assembly-line workers. I see some variation suggested between what an employee might want as far as ongoing education and what an employer might want for the employee. I see some variation in what a university might consider educating a person and what an employer might be looking for in a trained person for a particular job. I think there are some conflicts there. How can networks between business and the college of letters and sciences be created?

MR. GALBRAITH: We saw the results that came from you. Unfairly we said, "You didn't do your job, therefore, I don't think I want to counsel with you and I'm going to find someone else." Are we saying that upper education is at fault and we should be looking at secondary and primary education?

EDUCATION: I think one of the problems is that we went through a very difficult period from 1965 to 1973 when a lot of performance standards were no longer supposed to be in force.

It was a feeling that you couldn't force students to learn things; that there was something inside that automatically would come out if you just sat around in a group and talked. Those were errors, and I think the universities, secondary, and primary schools are facing up to those errors. There's now a rebalancing going on in the institutions. It's a waste of resources in society for business to be taking on what it does poorly, which is training those students, and for the university to be taking on what it does poorly, which is training people in vocational skills. Business has to demand that people who graduate from universities have those skills. Universities have to demand that students who graduate from secondary schools have those skills. But on the other hand, we shouldn't be asked to train people for special skills. Industry can do that much better with on-the-job training. I think it's a rebalancing that has to go on.

INDUSTRY: I hope that the educators in this room today don't feel that the American private enterprise is suffering because they have a lack of trained people. I think we've got an excellent trained work force. We're trying to decide what more can we instill. Industry has done a lot of training on their own, and so has the education system. It's a hard thing for some newly degreed people entering corporate life

to comprehend that they now are in the business of being in competition with a lot of other people who have the same degree. Most people who graduate start in their chosen field, but over the years they evolve into something else. Basic education has to start someplace. Somewhere along the line, because of their basic education, they are going to get into another field.

EDUCATION: It seems to me that part of our education should be to prepare students for change, and to help students to be self-conscious about the fact that they become seniors and then they become freshmen again, and they do it all over again. They are successful then as students, and in a sense they are freshmen again. Maybe not at the bottom of the company's line, but they feel themselves as beginners again in the sense of freshmen learning something else. We let them go through all this without doing anything to help them with the social and interactional problems. It does make a difference that they are starting all over again. We, too, have to recognize and make ourselves aware that this is happening.

MR. GALBRAITH: Can you say though that this interpersonal relations communication aspect is a problem or an opportunity that you must come to grips with, both as educators and as industrialists? I'd like to move on now to one subject

that seemed to surface [illegible] is the retraining of the middle-aged worker and what the relationship between industry and education is in this retraining.

MR. ABBOTT: I pointed out previously that [illegible] increasingly an activity of community [illegible] and institutions, and that is going to continue. I see this as a tremendous potential for higher education. I see that [illegible] as many people have. They want an occupation or a part-time job, or sometimes a full-time job. People want a change in their lives. They want to have a new interest.

MR. GALBRAITH: What can be done to bring people up to the level of today's adult education?

MR. HICKMAN: I think we really have to divide this middle-age education problem into several pieces. [illegible] no general answer to it, and I can only respond in [illegible] examples. We know that we can open our universities at more convenient hours and we can teach the same old basics without a lot of restructuring. In the urban universities we are already doing these things to a great extent. We hope to update our standard program and do a better job. On the other hand, a lot of the retraining needs during an active lifetime are very specific and are not very well done at a big university. I'm talking about specific job-related matters. These probably are going to get done on a direct cost basis; perhaps jointly sponsored by the professions or specific industries. When we're talking about major career changes they

will be accomplished by existing programs, perhaps offered at more convenient or non-traditional hours, and probably financed in the way general education is now financed. This will be true because it is in society's interest to encourage these major retraining programs.

MR. GALBRAITH: How do we solve the dilemma of hard work, re-education, and promotions versus leisure time and ego-centered activity?

EDUCATION: We need to take care of the individual's wish to work and have the expertise and human resources to provide a service to our society. At the age of sixty-five many people may be under job tensions that have to do with personnel problems or production problems. They may like to continue, but at a more liesurely pace, dictated by their own hours or topics that they may work on. We're going to have to look at ways of using this human resource and make it pleasant to do so. Otherwise, we are going to throw that human resource right down the drain.

MR. GALBRAITH: I met some people from Germany who were on a lengthy holiday and they said the workers in West Germany get a week's holiday, in addition to their regular holiday, if they can spend a week in some sort of cultural enrichment. This is an extra incentive to them to be part of a movement in

Germany that started when they began to industrialize their society. They were concerned about the utilization of not only leisure time, but also of the other abilities and interests in that person's life. Maybe the answer is that we need to start before people get to sixty-five and find that they haven't started using these abilities.

INDUSTRY: I don't think you and I can try to encompass all the various people in this country and come up with all the solutions. If an employee does come up with a decision that he wants to improve his career, you as educators would have to have an outlet for this particular person to get further education.

MR. GALBRAITH: Industry should say, "These are the things that are offered and this is the price you'll pay for promotion." Industry must say to this employee, "You would like to upgrade yourself; you aspire to a hard job. If you do, this is what the price is that you'll pay in terms of education," rather than saying "I have been good on the job and I have done my work well, therefore you should reward me just because I have been doing my job well."

DR. HEY: It's not only elitist, it's morally wrong to tell people the way they should do things. One of the problems that looks like a necessity, given the demographic

facts you were outlining yesterday; we have got to devise a package of tax policy, of social security policy, of retirement policy, of more encouragement to the people. It's going to be too expensive to have retirement at sixty-two. Now, what mix of financial inducements; educational inducements, tax inducements, and so forth can make that decision a little bit more attractive? We've still got a few years to work this out. It's very important that we do so. When you get to the place of having two workers and one retired worker, not only is that expensive financially, but I also think socially. It's not all that good to have that many people on the shelf. I don't want to do it by saying, "You've got to work until seventy or we'll push you in the river or something."

INDUSTRY: We have been talking all along here about keeping the worker continuing up the career path and educated to go on up. I think what we shouldn't forget is that demographic pressures are going to force us to take the worker out of the career path, retread him, and bring him back in at the bottom and maybe in a different career. Suppose, when I get to be forty-five, I want to stop whatever it is that I have been doing and become an architect. How am I going to ever get the incentive to leave something I'm comfortable in, go back to school, and come back at the bottom of the staff

by doing the drudgery that we talked about yesterday?

MR. ABBOTT: You reminded me that Rutgers University is starting programs to develop education counselors inside of factories. United Auto Workers also is trying to get a similar project underway. They are using counselors in the work setting to help people direct their careers and enrich their lives. I see this as a coming trend in the United States. We have a right to a second, third, or fourth chance at life. We need somebody to help us and to advise us, as counselors right at the work situation.

MR. GALBRAITH: I would like to direct a question to industry. We have a person in the middle-age bracket and we are going to reprocess him. From your viewpoint, is this economical? Can you afford to do it?

INDUSTRY: Of course we can afford it--if you can afford to pay twice as much for your goods. We can establish universities within our factories. You have to determine whether the economic impact of that social decision is worth it.

INDUSTRY: But it seems more of the cost should be borne the way that training young people is borne today. We are taking people who are potential workers, and we are paying for their education for us to get them ready to take

them in. We are doing that with public funds. We heard that in thirty or forty years there aren't going to be any young people, and we are going to take old people. Well, doesn't it follow that that's still a public cost to get them ready to be active again? We pay more one way or the other.

EDUCATION: The other element that hasn't been addressed is the change in who that younger worker is going to be. There will be fewer numbers of younger workers. We are talking now, at least in the Milwaukee area, that younger workers very possibly will be Black or Latin. It's not the younger worker that you are used to receiving in your firm. The majority of students in our school system will be minority. You may make a certain assumption about your incoming workers that may not be true. When we talk about educating workers we may have a different set of problems than we are used to having in terms of our incoming workers.

MR. GALBRAITH: We have spent a day and a half together in something very productive. First, I want to thank the busy people from business who spent time with us giving input to our educational institutions and opening a line of communication. We have not been able to come to grips with specifics within the time allowed. Our presenters have dealt in

generalities and given us a fresh outlook. We are also grateful to the educators for doing a good job of listening. I want to thank our panelists and resource people for giving us a great background.

DR. HEY: I want to give one reaction. I think it has been a remarkable thing that industry and education have been able to sit down and talk to each other because these two groups in our society have been marked by mutual suspicion. I think this has been remarkable. My thanks to the committee who thought it was possible.

CLOSING COMMENTS BY

MR. EUGENE LEHRMANN

Just a quick look at some of the things that I think we talked about here in these few days, and a few other comments in conclusion.

First of all, we in education are certainly going to take back with us some of the things we heard in terms of lifestyles and population trends. We are well aware of the fact that in many occupations retirement age is growing older, and we are very much interested in the fact that this trend takes place in middle years. I can't help but think, as I was telling somebody recently, that retirement really is not so bad. In former years, the middle years in agricultural states was fifty-five years of age and not sixty-five, and now, all of sudden, it catapulted to seventy and above, I guess perhaps more for economic reasons than any other.

There was a survey which I read that indicated persons in the sixty through sixty-five category would probably opt to take early retirement. Anyway, we

need to take a look at this. We as educators need to be concerned with the statistics we saw on fertility rates, and I think more important to us is where this change is occurring. I'd like to see more of it broken down in terms of where and what proportions of the population's children are being born and how that is going to have an effect on our educational programming in the future. There is no question that we are going to have to pay a great deal of attention to females coming into the work force. All of these things impact upon where we are going in the future.

Just a few thoughts in terms of where we stand in the economic situation. As far as we are concerned in education, we need a mechanism to aid new technologies. You people in industry and business are the ones that should help us do that. You should give us lead-time so that we can indeed do the job. Some of us can remember just fifteen short years ago when we talked about developing a technology. One I can identify was right in this area, namely fluid power. When we went to business and industry, one of the companies here in Racine said, "Yes there is a need for them but not for so many." Two years later when a class in this associate degree program graduated (there were some twenty young people) they were all snapped up before they even graduated. Now true they were spread throughout the country as a start but at the time we started

11.

it, only one industry came forward and said, "There is a need for that kind of a person."

Education can be on the cutting end, but we will [illegible]me suggestions from business and industry to help [illegible] that. The university is going to need that in terms [illegible]ng their educational planning and so will our vocational-technical system. There is a need for cooperative mechanism between business, industry, and education to constantly view societal trends as backdrops for planning, because we need to determine what the trends are and what things lie ahead of us and to do something about it. The shift from industrial occupations to service occupations is something that ought to concern all of us, and we ought to take a look at how we are going to make these adjustments.

I can truthfully say we don't have as many dramatic changes as we have had on prior occasions in the introduction of new technology. But again I would cite AMC, American Motors at Kenosha put in a computer to assemble the parts that they were going to use in putting together the Rambler. At the time I was there when they shut down for retooling and laid off approximately 1500 workers that they didn't employ when they opened up three weeks later. This is the kind of dramatic change that I believe is happening on a very subtle basis in business and industry. We in education

need to know about this plan so that we can plan for those changes that lie ahead.

I heard something that really is of interest to all of us and that is this human relations aspect. Helping to change the attitudes and interests of people. Persons who learn to do something well make good employees and good citizens. Remember if we are able to teach people to do something well they are going to be happy doing that and as a result of this if they are happy generally, they are going to be better citizens.

I guess we have a role in education to play to help you people in business and industry in terms of doing a better job. We have to keep in mind that the basic general education that is provided at the university level and to some degree at the vocational-technical level is an important component for the future. We need to be able to work with students so that they in turn can make applications when they come to business and industry that will help the development of new ideas, help with research that will help industry and business move ahead.

I think most of us indicated somewhere in the conference that we needed to instill in our young people, and I expect this goes all the way back to elementary and maybe pre-school days, the desire to learn. There are two things

that I watched and these two things that I have seen happen to concern me. The first of these is the fact that young people have not been taught discipline before they come to school. In many cases, it is left to the school to develop disciplinary measures. The second thing is there has been very little instilled on the part of the young people the desire to learn. I would suggest to the business and industry people to take a half day off and walk into a first-grade classroom, and I will suggest to you that you will learn those two facts by the end of a half day.

I am saying we as Americans better step back and take a look and see what we do in that early lifetime of our children, because they in fact are the ones that later on we have to deal with in educational communities. You deal with them in industry, and the Government deals with them by writing huge programs that cost us tremendous amounts of money, because no where along the line do young people learn to discipline themselves, and I doubt that very many of them can't indeed be effective workers unless they learn that somewhere along the line.

I guess one of the things that we as educators are concerned about is that we are so often called upon to do things when a crisis is involved. I think most of us remember World War I -- at least I was going to say World War II--there are men that do remember that, but I remember massive

overhauling that took place in the educational communities, at the university, and at the vocational-technical level. This, as an example, came about as a result of a crisis. Something that we in education, business and industry should have been doing on a regular basis while always moving ahead.

I think there was another aspect here that we didn't touch upon and I do want to mention it. There is that side of the role that we have to look at and examine as educators and you as representatives of business and industry can look at from the worker's viewpoint. I know that in many of the trades they have excellent retraining programs. Organized labor has joint-apprenticeship committees. Construction and a number of other trade areas see to it that not only are they given apprenticeship programs, but that there is a plan for those to expand as knowledge expands in their areas.

To think things through workers must have a basic education and be upgraded on a regular basis. Just an example of that, plumbers used to cut off six inches of pipe if that might have been close enough. When they cut the last six inches of pipe off, and I am not saying that they did that, but they could and they were throwing away a nickel's worth of pipe. When they went to put pipe in the plumbing in an atomic industry they were throwing away $23,000 worth of pipe.

All I am saying is there are retraining programs in existence. The university is involved in it with the schools for workers. I think we all need to think about this and the total situation. Well, we all have a societal interest I am sure we all know that if we don't do a good job I guess the choice is something that is a lot less desirable than giving the people an education.

We seem to have examples of what the Federal Government does when it establishes its priorities in terms of wanting to reduce the unemployment roles, wanting to do something for that category of people that is referred to as disadvantaged or handicapped and for the minority population. We look at all of those then and see the cost of those programs. Maybe we cooperatively, as business and industry, ought to take a look at what you can do, and education ought to take a look at what we can do to be more effective. Somewhere along the line we are going to have to pay for it.

SUMMARY ON CONFERENCE HIGHLIGHTS

According to reactions gathered through the Conference Evaluation Form the majority of representatives attending from both Education and Business/Industry agreed that the presentation on Demography revealed both new trends and new ideas which will have an impact on higher education. Representatives were also impressed with the information presented on changing life styles, however, Educators responded more favorable to the importance of these trends and new ideas on higher education. The presentation on technological changes had lesser impact on all representatives in attendance. There was about equal agreement from all respondents that the discussion sessions were valuable in helping to identify impacts related to business, industry, labor and education, and provided an opportunity to further explore and clarify the major presentations. The opportunity to discuss the conference topics with persons from business, industry, labor and education was beneficial for all in attendance, however, these sessions were in need of greater response and representation from business/industry and labor. Many evaluations also indicated a need for increased time devoted to discussion groups.

More complete responses to Conference Evaluation can be found in Appendix A.

The Conference Agenda and a List of Participants is given in Appendix B.

Appendices —

APPENDIX A

CONFERENCE EVALUATION

FORM AND RATINGS OF RESPONSES

To assist the planning committee to determine if the conference objectives were met, please respond to the following questions.

1. Your position is in:

___(1) Business/Industry
___(2) Government
___(3) Labor
10 (4) Education
___(5) Public Service
2 (6) Other (please list) _____

Please circle you response:

1=SD=Strongly Disagree
2= D=Disagree
3= N=Neutral
4=A=Agree
5=SA=Strongly Disagree

	RATINGS					RESPONSES MEAN SCORE		
	SD	D	N	A	SA	B/I	ED.	OTHER
2. The presentation on changing life styles revealed several trends which will have an impact on higher education.....	1	2	3	4	5	4.0	4.8	4.0
3. The presentation on changing life styles provided me with some new ideas which will have an impact on higher education.....	1	2	3	4	5	3.6	4.4	3.5
4. The presentation on technological changes revealed several trends which will have an impact on higher education.....	1	2	3	4	5	3.0	3.2	4.0
5. The presentation on technological changes provided me with some new ideas which will have an impact on higher education.....	1	2	3	4	5	2.7	2.6	3.5

	RATINGS					RESPONSES MEAN SCORE		
	SD	D	N	A	SA	B/I	ED.	OTHER
6. The presentation on demography revealed several trends which will have an impact on higher education	1	2	3	4	5	4.3	4.9	4.5
7. The presentation on demography provided me with some new ideas which will have an impact on higher education.....	1	2	3	4	5	4.0	4.7	4.0
8. The discussion session helped me further explore and clarify the major presentations.....	1	2	3	4	5	3.6	3.8	4.0
9. The discussion session helped me to identify impacts related to business, industry, labor and education.....	1	2	3	4	5	3.9	3.8	4.0
10. The opportunity to discuss the conference topics with persons from business, industry, labor and education was beneficial.....	1	2	3	4	5	4.1	4.2	4.0

COMMENTS

Would you be willing to participate on an Advisory Committee to study the conference findings?

11. Yes

12. No

	B/I	ED.	OTHER
Yes	4	10	1
No	4		

13. What did you gain most from this conference?

14. What did you like least about the conference?

15. Other

CONFERENCE EVALUATION

EDUCATION

STRENGTHS:	FREQUENCY OF RESPONSE
1. An awareness of and substantiating data to support demography, life style, and technological changes.	6
2. Increased contact with business/industry. Crystallized some ideas of this subject.	
3. Contacts with a variety of people. Chance to hear other points of view. Pleasure of interacting with a quality environment: faculty and staff.	3
4. Perspectives and opportunity for testing ideas.	
5. Awareness stage of problem identified.	
6. An insight into the role that educator's can't resist playing in better preparing students for life in general, in addition to their professional careers. The conference underlined the importance and significance of general, or liberal arts, education and its role with the technical career.	
7. Identified social trends.	
8. Identified need for updating skill due to technological change.	
9. Considered status of emerging technologies.	
10. Excellent facilities and atmosphere for holding such conferences.	2

LIMITATIONS:	FREQUENCE OF RESPONSE
1. The group sessions were too heavy with educational representatives and didn't include enough variety from business/ industry.	7
2. Lack of focus on conference topic.	2
3. Lack of particular attention to technological changes.	2
4. Most discussion dealt with management rather than workforce concern.	
5. Experienced little interaction with industrialists.	
6. Too much discussion on Bachelor Degree needs and General Education. The mass workers still report to a first line supervisor and they were not available and if so were not heard.	
7. Community college orientation and labor rather than technology.	
8. Lack of representation from private educational institutions.	
9. Issues related to minorities (if follow-up) needed attention.	
10. Government representation - wider mix of representation, i.e. Manpower, Job Service.	
11. The top executives sent their subordinates several levels removed from the top.	

RECOMMENDATIONS:

1. Consider optimal number of participants for conference.

12

RECOMMENDATIONS:

2. How to deal with a variety of technological changes; identify how the University relates to these changes.

3. Send out questions for developing position papers so dialogue on implementation can be "meat" of conference.

4. Present materials ahead of time on mission, orientation to U.W. and VTAE systems.

5. Have a follow-up conference of participants back at Wingspread; post conference evaluation session.

6. Share results with staff.

7. Bring worker element to next conference.

8. Give consideration to women in the workforce.

9. Consider the implications of demography on future planning by educational institutions.

10. Initiate articulation between industry/educators (Advisory Committee) to focus attention on needs of industry in order that educational institutions can identify and initiate needed training programs.

11. Maintain continued cooperation and exchange of ideas in New Program Development among cooperating institutions represented at Conference; Gateway Technical Institute, U.W. - Stout, U.W. - Parkside, and the State Board of Vocational, Technical and Adult Education.

12. Reconvene "chief" executives of supporting institutions for further dialogue on the subject of Cooperative Program Planning.

13. Establish a Newsletter to be prepared by the State Board and sent to representatives from the schools and business/industry who attended the conference informing them of activities being initiated throughout the state.

14. Make plans for this type of conference to be held on a yearly basis.

15. At other conferences present a list of training programs currently being offered and get an evaluation by business/industry/educators of present effectiveness, whether current needs are being met, a projected need for maintaining programs, as well as new areas for consideration.

16. Identify ways in which educational institutions can provide in-service training programs for industry and business organizations.

CONFERENCE EVALUATION

BUSINESS/INDUSTRY

STRENGTHS:	FREQUENCY OF RESPONSE
1. An opportunity to review our own business in a new perspective.	
2. The realization of a need to communicate the basic function of business - to best serve the public with the products they need/want at the best quality commenserate with the lowest cost.	
3. Chance to meet some educators.	
4. Better appreciation of the magnitude of changes we are facing.	
5. A realization that this is a difficult problem and very much individualistic.	
6. Better understanding of the need for industry to advise educators of their needs.	
7. Sharing of ideas in group discussion and the opportunities for informal conversation.	
8. Mutual understanding of problems related to long range planning for education.	
9. Exposure to the enthusiastic interest of education in planning and looking to the future for the purpose of identifying and solving these problems.	

LIMITATIONS:	
1. Needed more business/industry representation, conference was dominated by educators.	3
2. Insufficient time for discussion groups.	3
3. Not enough time to get into problem areas.	2

RECOMMENDATIONS:

1. Limit attendance with a planned balance in representation from business/industry/education.

APPENDIX B

CONFERENCE AGENDA

MONDAY, October 23, 1978

8:30 A.M.	Coffee and tea served on arrival
9:00 A.M.	Plenary Session -- Terrace Room
	Welcome to Wingspread
	LESLIE PAFFRATH President, The Johnson Foundation
	Introduction and Charge to Participants
	DONALD S. GALBRAITH, Learning Consultant, Brookfield, Wisconsin
9:15 A.M.	Presentation on Changing Lifestyles
	RICHARD HEY, Professor and Head, Department of Family Social Sciences, University of Minnesota, Minneapolis, Minnesota
10:30 A.M.	Presentation on Technological Changes
	WILLIAM ABBOTT, Director Service Center for Community College-Labor Union Cooperation American Association of Community and Junior Colleges, Washington, D.C.
12:00 NOON	Hospitality
12:15 P.M.	Luncheon
1:15 P.M.	Plenary Session

Presentation on Demography

JAMES C. HICKMAN, Professor, School of Business, University of Wisconsin - Madison, Wisconsin

HAZEL REINHARDT, Division of Planning State of Minnesota, St. Paul, Minnesota

3:00 P.M. Refreshments

3:15 P.M. Discussion Groups

GROUP A

Leader: ALAN GUSKIN, Chancellor, University of Wisconsin, Parkside-Kenosha, Wisconsin — Terrace Room

GROUP B

Leader: EUGENE LEHRMANN, State Director Wisconsin Board of Vocational, Technical and Adult Education Madison, Wisconsin — Cypress Room

GROUP C

Leader: KEITH W. STOEHR, Director Gateway Technical Institute Kenosha, Wisconsin — Writing Room

GROUP D

Leader: ROBERT S. SWANSON, Chancellor University of Wisconsin-Stout Menomonie, Wisconsin — Library

5:00 P.M. Leisure

Radio taping for "Conversations from Wingspread" - Johnson Foundation Public Affairs Programs broadcast nationally

6:00 P.M. Hospitality

13.

6:30 P.M.	Dinner served
7:30 P.M.	Discussion Groups Continued
9:00 P.M.	Adjournment
	At the Inn - Room 233 - Available for conference participants who wish to join in informal conversation.

TUESDAY, October 24, 1978

9:00 A.M.	Plenary Session
	Reports from Discussion Groups
10:00 A.M.	Coffee and Tea
10:15 A.M.	Plenary Session
	Summarization Panel
	JAMES C. HICKMAN
	RICHARD HEY
	WILLIAM ABBOTT
11:30 A.M.	Mission Articulation -- Responses
12:00 NOON	Hospitality
12:15 P.M.	Luncheon served
	RECAP
	EUGENE LEHRMANN
1:30 P.M.	Conference Adjourns
	Meeting of the Planning Committee Library
3:30 P.M.	Adjournment

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WINGSPREAD FELLOWS

Wingspread Fellows are chosen by their college to participate in the program. Fellows are invited to observe Wingspread meetings relating to their respective fields of interest. The program is an effort to give broader experience and added dimension to a selected group of outstanding students in order to provide them with opportunities for improving their leadership potential in career fields, including public service.

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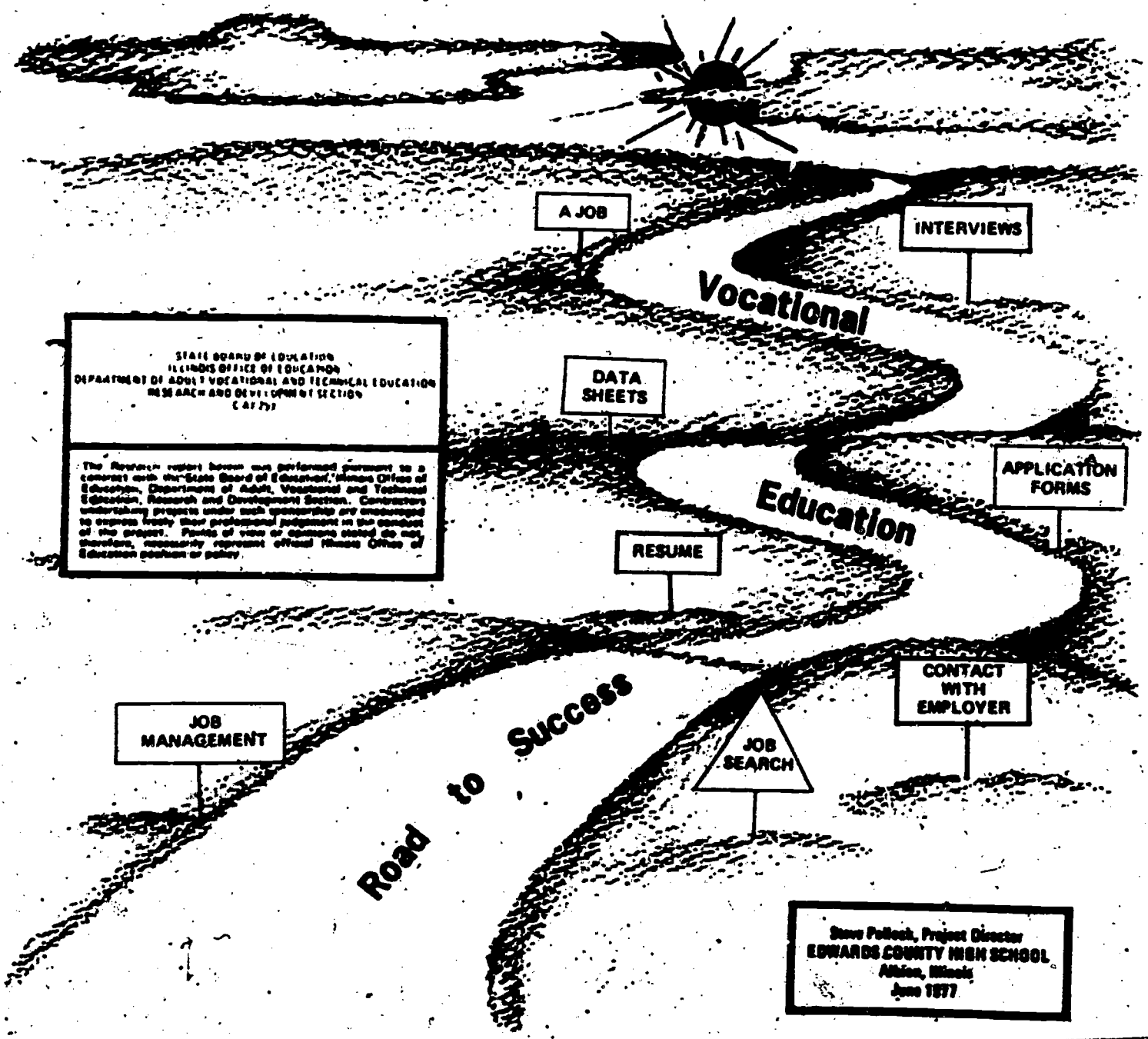
APPENDIX C EXHIBIT # 1

A CURRICULUM GUIDE for PRE-EMPLOYMENT SKILLS



ACKNOWLEDGEMENTS

I wish to take this opportunity to express my sincere appreciation to the many people and organizations who have contributed their expertise and time to make this curriculum guide possible.

Edwards County Community Unit District No. 1 appreciates the support provided by the State Board of Education, Illinois Office of Education, Departmen of Adult Vocational and Technical Education - specifically Dr. Ron McCage, Director of the research and development section and his staff.

The project staff wishes to thank the Edwards County Board of Education and Administrators for their support and cooperation throughout this project.

A special thanks to the following people for their contributions to the curriculum guide:

Mrs. Connye Barrow, Triton College, for her support and encouragement for me to complete this manual and for her work as a consultant throughout this past year.

Mr. Wayne Henegar, Coordinator of Agricultural Mechanics, Wabash Valley College for his work as project consultant.

Dr. Wayne Ramp, Dr. Richard Boss and Dr. Harvey Ideus, of Southern Illinois University at Carbondale, for their help in providing information for this manual.

Miss Darla Bunting, project secretary, for an excellent job of typing.

Mr. Larry Hoeszle, instructor, for teaching the careers class that was used to field test this material.

Mr. George Calhoun and the high school printing class for printing this manual.

Mr. James Marshall for his research and writing for this curriculum guide.

Miss Jan Musgrave for her research for this project.

And to my wife and family for their support and sacrifice for me to work on this research project.

Steve Pollock
Project Director

TABLE OF CONTENTS

INTRODUCTION

In recent years we have seen a tremendous growth in vocational-technical education and thus an increased opportunity for youth and adults. Today many students completing school have an entry level-skill to offer the world of work. Schools need to meet the promises made to students and parents about jobs and employability of graduates. Research completed on pre-employment skills of students clearly shows a need for this program as a part of a total vocational program to aid the students transition from school to the world of work.

There had been a mounting concern for accountability in our educational system in recent years. I believe school systems need to be more accountable for federal, state and local monies spent for education. Parents and students are also concerned about accountability. Many students spend 12 years in public schools and at the end they are "all dressed up but no where to go." A pre-employment skills program in school systems will supply the students with the skills to help them get to where they want to go.

Many schools provide some pre-employment skills information to their students. This project will attempt to bring together the materials now in use and develop needed materials to make a complete course of study to be used as a teacher's guide or daily lesson plan if a school adopts the program as written.

The average person entering the work force today will change jobs seven times during his or her working years. This person will change careers four to nine times. There are about 44,000 job titles now, and by 1987 there will be 10,000 new job titles that will require new skills to enter.

This curriculum guide will aid the vocational planners to include pre-employment skills in their school system. This should be the cap stone course that students will complete before entering the world of work.

Today many schools are implementing career assistance and placement services for students. We believe there is a place in the school curriculum to include a program in pre-employment skills to improve placement services.

TO THE INSTRUCTOR

We, the project staff, believe that this course of study can be introduced to the student body in such a way that students will see a need for these skills and will register for this ½ credit seminar course.

The material presented in this curriculum guide may be used as a complete course or any part of it may be used in different classes now being taught in your school. Research shows that many students in Vocational Education programs do not have an opportunity to learn these skills in schools today.

The curriculum guide is divided into 15 chapters and 40 lessons covering the skills needed to compete in the job market. Students who become competent in pre-employment skills will be better prepared to enter the world of work.

Many of the pages in this guide may be reproduced and given to the students for work sheets or may be used to make transparencies for use with the over head projector to present the material to the class.

The evaluation of the program may best be made from the results of follow-up studies on the students that completed this course and now are employed in today's work force.

Each student should provide a folder to keep all of his or her working papers developed while enrolled in this program. This will be their own resource file to refer to before they apply for jobs. This student file may be turned in at the end of the course and graded in lieu of giving a final exam.

Research shows there are many approaches to job hunting and finding employment. The information in this curriculum guide was selected as one way a person may seek employment. What works for one may not work for someone else but may be modified to fit all students entering the job market.

NOTE: The back of each page is left blank for instructors to add new information as the guide is used to keep it up-dated.

THE TEN COMMANDMENTS
of Job Hunting

I. Thou shalt not be a know—it—all nor a slouch

II. Thou shalt be clean of body and appropriate in dress

III. Thou shalt have no other pals along

IV. Thou shalt not bad—mouth persons or places past

V. Thou shalt not smoke or chew gum

VI. Thou shalt wear shined shoes

VII. Thou shalt not be greedy—perhaps thou are not worth $3.50 an hour

VIII. Thou shalt be willing to start at the bottom and be eager to work thy way up.

IX. Thou shalt speak and act as if thou hadst learned good manners at home—do this in remembrance of Mom—

X. Above all, thou shalt be courteous, realizing full well that an employer too, is human like thee, he needs to feel accepted.

PRE-EMPLOYMENT COMPETENCIES

Students completing the pre-employment skills programs will have the following competencies:

1. The student will develop an understanding of the skills needed to seek employment in the world of work and to meet their career goals.

2. The student will learn to select people they know as resources to finding jobs. Letter writing skills will be improved by writing practice letters for getting assistance from people they know.

3. The student will be able to locate, read, and understand want ads and follow through on jobs of interest.

4. The student will be able to distinguish between the major functions of private and public employment agencies and will generally know what to expect from each.

5. Given the information on the school's placement services the student will be able to use these services in his or her job search.

6. The student will gain basic understanding of purposes and functions of unions, apprenticeships, professional and trade organizations, civic and fraternal organizations, and the civil service system and how they may be used in getting a job.

7. The student will appreciate the purpose of and necessity for preparing a well-developed personal resume.

8. The student will develop, organize, and prepare an acceptable personal resume to use as a personal model.

9. The student will become proficient in using the telephone skill in his or her search for employment, recognizing the need for courtesy and a pleasant, well-modulated speaking voice.

10. The student will become proficient at writing purposive letters which reflect the standards of convention together with the necessary ingredients of success.

11. The student will recognize the necessity and value of the walk-in procedure as an effective method of job seeking.

12. Given a list of words related to job application forms, the student will be able to spell and define these words to 100% accuracy.

13. Given a list of standard abbreviations used on application forms, the student will be able to understand their definition to the satisfaction of the instructor.

14. Given a list of application form components and procedures, the student will develop an understanding of each to the instructor's satisfaction.

15 & 16. The student will be able to complete the sample job application forms given in class.

17. The student will be able to name the different kinds of tests and their purposes.

18. Given the content of this lesson, the student will be able to approach common test forms with greater knowledge of increasing his or her probability of greater success in test-taking.

19. Given the standards outlined in this lesson, the student will be able to prepare himself/herself for the job interview with regard to personal appearance (i.e. grooming, clothing, personal action).

20. Given a list of questions frequently asked in job interviews, the student will be familiar with the types of questions asked and will be able to answer (in his/her own words) concisely these questions to the satisfaction of the instructor.

21. Given a list of problem situations and questions and suggested solutions, the student will become familiar with how to handle a problem situation that arises in a job interview to the satisfaction of the instructor.

22. The student will become more familiar with what to expect in a typical job interview situation and will become aware of the necessity of being able to handle various approaches frequently encountered when being interviewed for a job.

23. To develop an appreciation for the many factors that go together in the making of a successful interview--common reasons why applicants fail to be hired, the criteria generally used in evaluating job candidates in the interview, and the different things that turn interviewers off..

24. To give the student a working knowledge of the conventions, practices, and demeanor associated with the job interview process, instilling within him or her a value of what is proper when being interviewed for a job.

25. The student will be able to apply the concepts of successful interviewing in practice situations which will be criticized through class discussion.

26. The student will gain an understanding of what will be expected during the interview process and will be able to prepare accordingly.

27. The student will learn to recognize the hazards of becoming discouraged after unsuccessful attempts to land a job and will be prepared to encounter rejection shock as a possible factor in his or her own job search.

28. To acquaint the student with the types of forms that may be required of him or her and their purpose.

29. To review and enhance the understanding of the role of unions and professional organizations and the provisions under which one accepts employment.

30. To discourage the use of stated salary as the sole criterion used in the selection of a job and to develop an appreciation for the contributions of typical employee benefits.

31. The student will be able to analyze a prospective job objectively and with particular attention and concern for the details that may be decisive factors in his or her subsequent satisfaction and success on the job, as well as that of the employer's.

32. The student will become sensitized to the major laws dealing with employer and employee rights and their direction, intent, and general content.

33. Given the information sheet "Individual Adjustment to Work", the student will better understand some adjustments necessary to a working situation and be better prepared to make such adjustments.

34. To demonstrate to the students the need to develop the skills of giving and following instructions and how this relates to job survival.

35. Given the information sheet for Lesson #35, the student will be familiar with what to expect from a supervisor on the job and what is expected of the worker, also the importance of this relationship in a working situation.

36. Given the information sheet for Lesson #36, the student will better understand how relationships with co-workers effect a working situation and why it is important to get along with others.

37. The student will be able to list the elements of success on the job and the criteria for self-assessment of one's performance on the job.

38. The student will become familiar with the proper procedures necessary in resigning from a job.

39. The student will gain an understanding of the major reasons why workers are fired from their jobs.

40. The student will develop positive attitudes about the necessity of taking constructive steps when being out of work.

41. The student will be able to provide a basic definition and understanding of the nature, purpose, and application of Equal Employment Opportunity.

42. Each student will compile a folder containing the material developed during the course. Each folder will be complete, comprehensive, orderly, and sufficient for the actual job search to be undertaken upon graduation.

Resource Manual

Prepared By:

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River Grove, Illinois 60171
July 1976

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CAPS

CAREER ASSISTANCE & PLACEMENT SERVICES

The research reported herein was performed pursuant to a funding agreement with the State Board of Education, Illinois Office of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. Agencies undertaking projects under such sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Office of Education opinions or policy.

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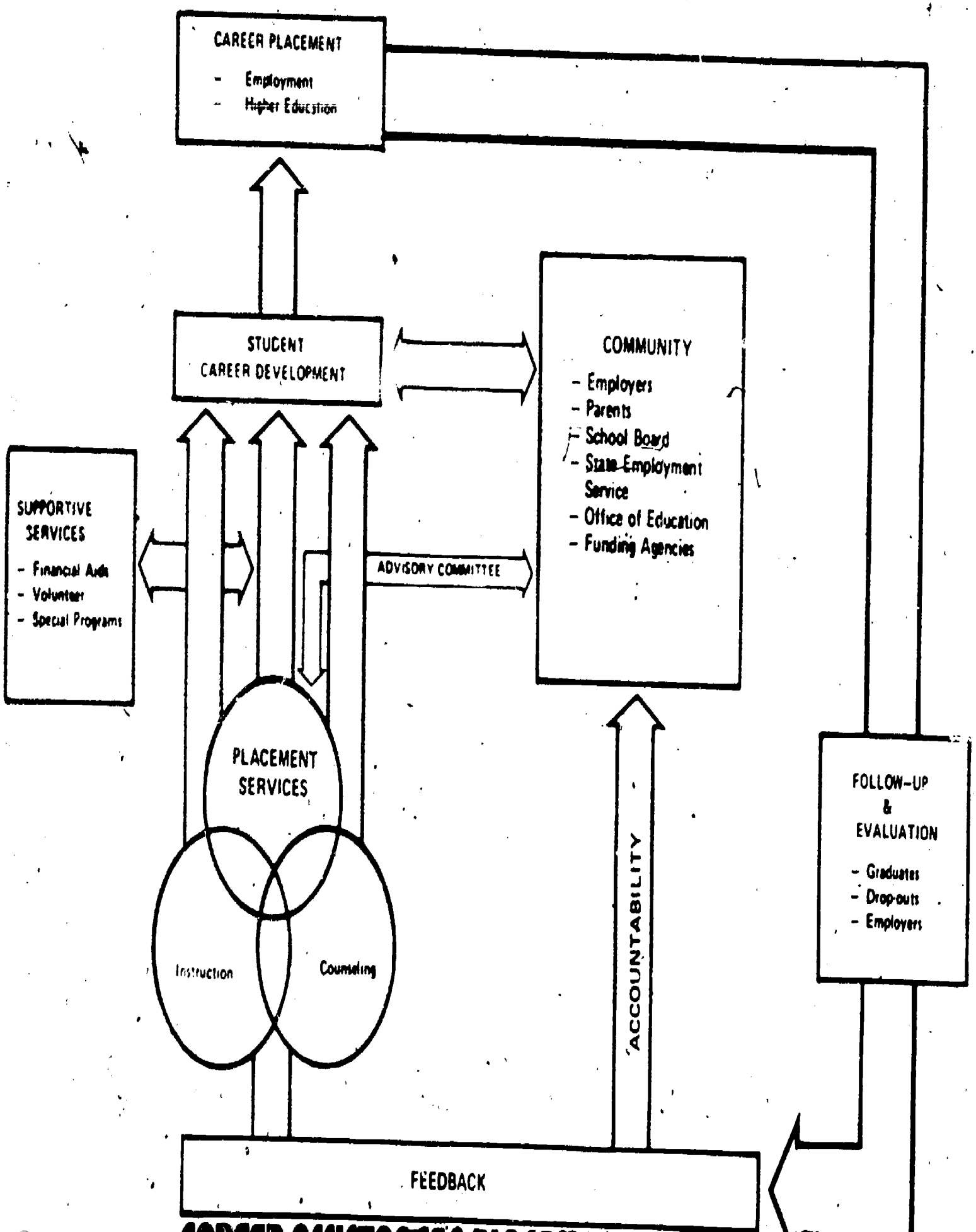
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

Department of Adult, Vocational and Technical Education

Comprehensive placement services contribute more to the school than tests of accountability. They assist in implementing the career education concept through service to students, interaction with employers, and generation of instructional and guidance/counseling resources for other staff. Public relations activities of placement services promote community good will toward students and the school.

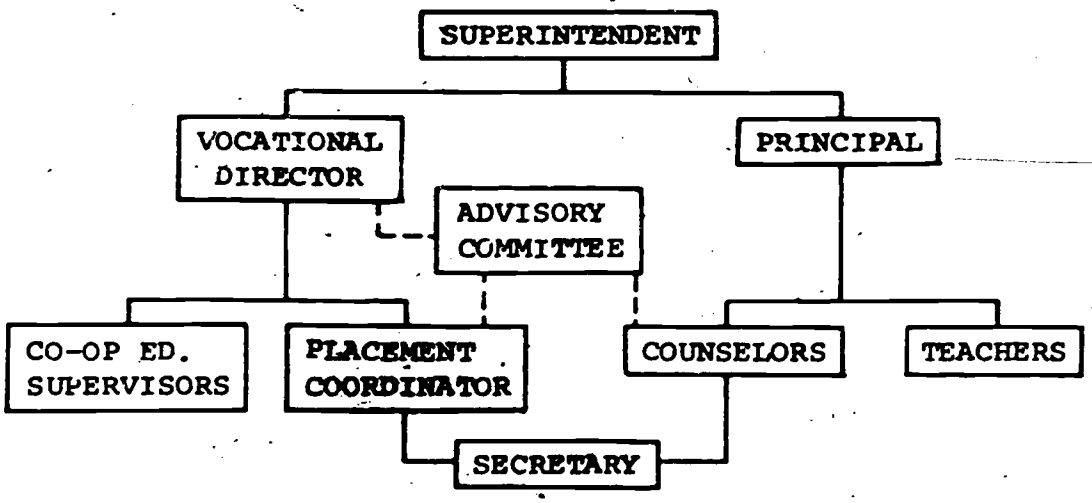
A comprehensive approach to placement requires more than the matching of students to jobs. To effectively serve the student, services must be viewed in the perspective of student career development and be thoroughly integrated into all career development efforts of the school. To achieve this integration requires close cooperation between placement and guidance/counseling programs as well as other school staff. The following figure illustrates the CAPS Model of comprehensive career placement services.



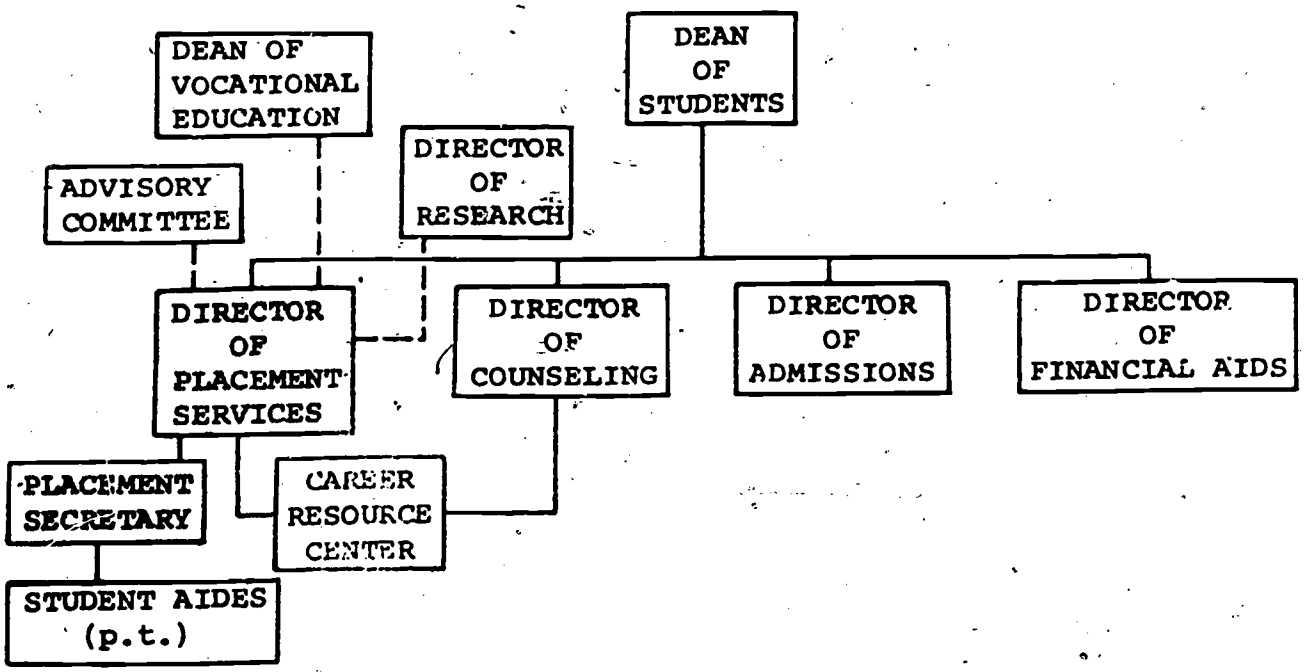
CAREER ASSISTANCE & PLACEMENT SERVICES

POSSIBLE ORGANIZATIONS FOR IMPLEMENTATION OF PLACEMENT PROGRAM

MEDIUM-SIZED HIGH SCHOOL



MEDIUM-SIZED COMMUNITY COLLEGE



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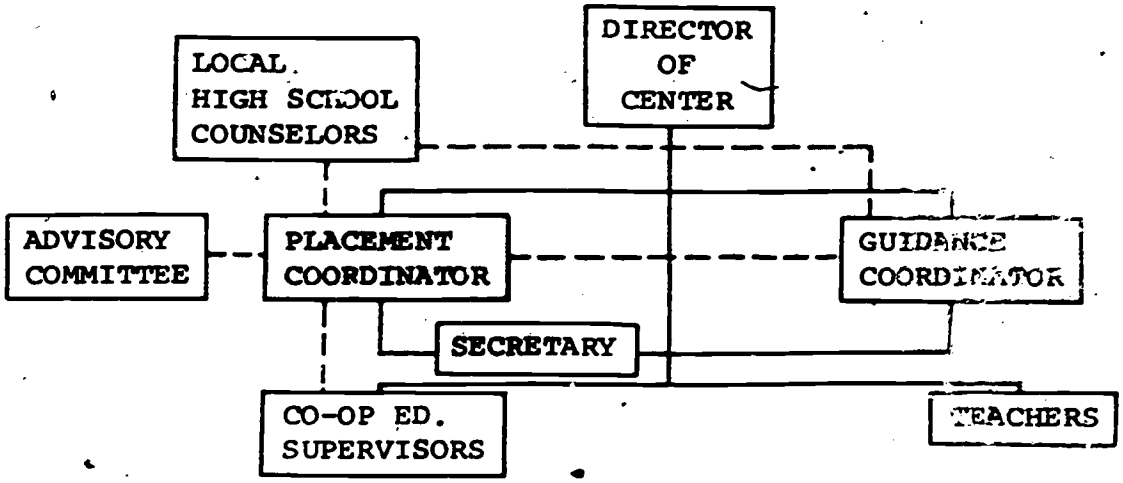
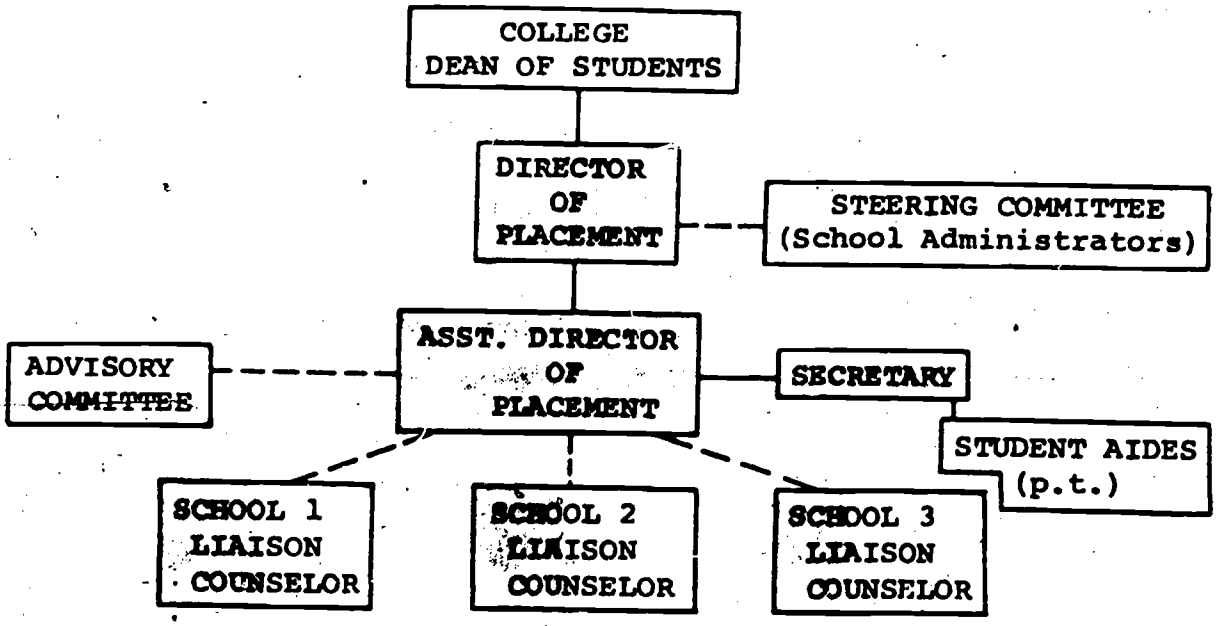
 POSSIBLE ORGANIZATIONS FOR IMPLEMENTATION OF PLACEMENT PROGRAM

AREA VOCATIONAL CENTER



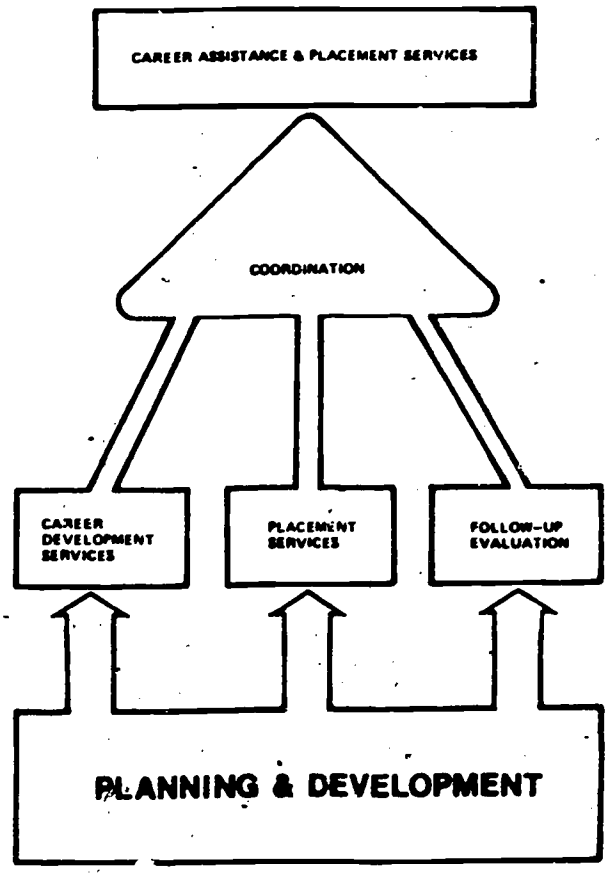
CENTRAL PLACEMENT FOR COMMUNITY COLLEGE AND SEVERAL HIGH SCHOOLS



COORDINATION

Planning and development steps outlined in the previous section serve as a foundation for the placement coordinator to implement a program tailored to the needs and realities of the local setting. Coordination of the career placement program deserves careful attention during implementation.

Efforts aimed toward program coordination assure that services are fully integrated into the institution, avoiding duplication of effort and maximizing use of resources. Achieving this integration requires a partnership with faculty, administrators, and community members that ensures their fullest contribution to effective placement and minimizes their involvement in routine mechanics of placement



A review of career assistance and placement services objectives makes apparent the broad range of services, activities, and resources which must be coordinated into a comprehensive program.

Career Development Services:

- Provide pre-employment preparation of students to assist them to seek, obtain, and retain employment
- Supplement efforts of career guidance staff to assist them in defining career goals
- Provide resource services to students and faculty on requirements of career opportunities and the changing nature of the occupational world

Placement Services:

- Assist students and former students in achieving career objectives by:

  Making known the full range of career opportunities

  Assisting them to present themselves effectively as candidates
- Assist students to find part-time, temporary, and vacation employment by:

  Providing financial assistance

  Providing work experience as part of vocational education and career development program
- Develop and maintain working relationships with employers who have opportunities of interest to students and former students

Follow-Up and Evaluation:

- Evaluate and improve the work of the career placement program
- Assist in evaluation of educational programs and institutional services

IMPLEMENTATION OF CAREER PLACEMENT PROGRAM

A systematic approach to the placement program requires that common threads running throughout the program and other school programs be identified and incorporated early to insure that maximum benefits are derived from individual effort. These common threads include:

- Related goals for student career development which placement staff shares with other staff members
- The need to organize community resources through advisory committees and public relations activities
- A need for more systematic use and generation of labor market information

The extent to which a school has already achieved a systematic approach in any of these areas will affect the establishment of placement program priorities. The coordinator may well be faced with a dilemma in deciding whether to begin a sorely-needed placement service virtually alone and gradually attempting to build partnerships or to devote early time and energy to organizing human and material resources into a comprehensive system. As a word of caution, the problems reported by an overwhelming majority of placement survey respondents indicated that time is not likely to be available once program operation is underway. Effective coordination and cooperation with placement efforts already existing can extend the reach of the placement program.

PRIORITY STEPS IN IMPLEMENTATION

The following functions, in order of suggested priority, offer a basis for planning and scheduling specific activities:

- Plan and develop program
- Identify placement staff and areas of coordination
- Create awareness of program by students employers, and faculty
- Implement placement services operations from plan
- Implement career development services from plan
- Implement follow-up and evaluation procedures from plan

DEVELOP SCHEDULE OF ACTIVITIES

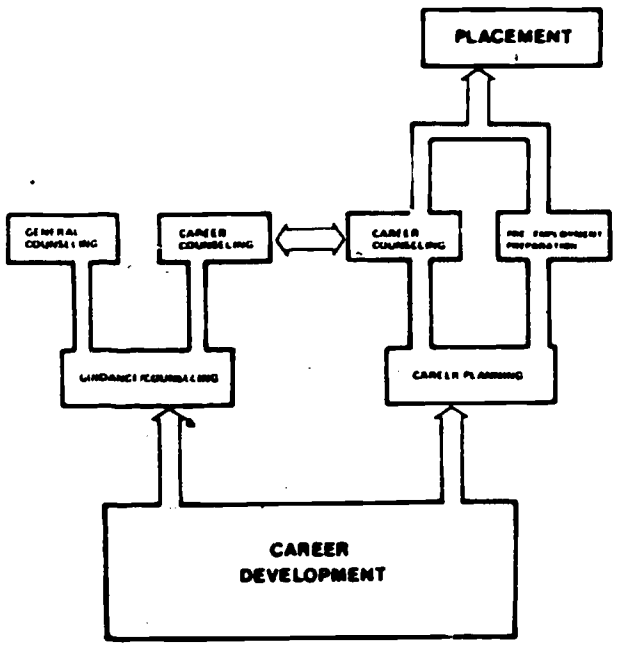
The following schedule of activities is based on the priority steps for implementation of a comprehensive placement program. The activities and time frames suggested are presented in broad terms and may be altered to suit the needs of particular school districts. For examples of related materials and ideas, refer to the resources noted at the right.

CAREER DEVELOPMENT SERVICES

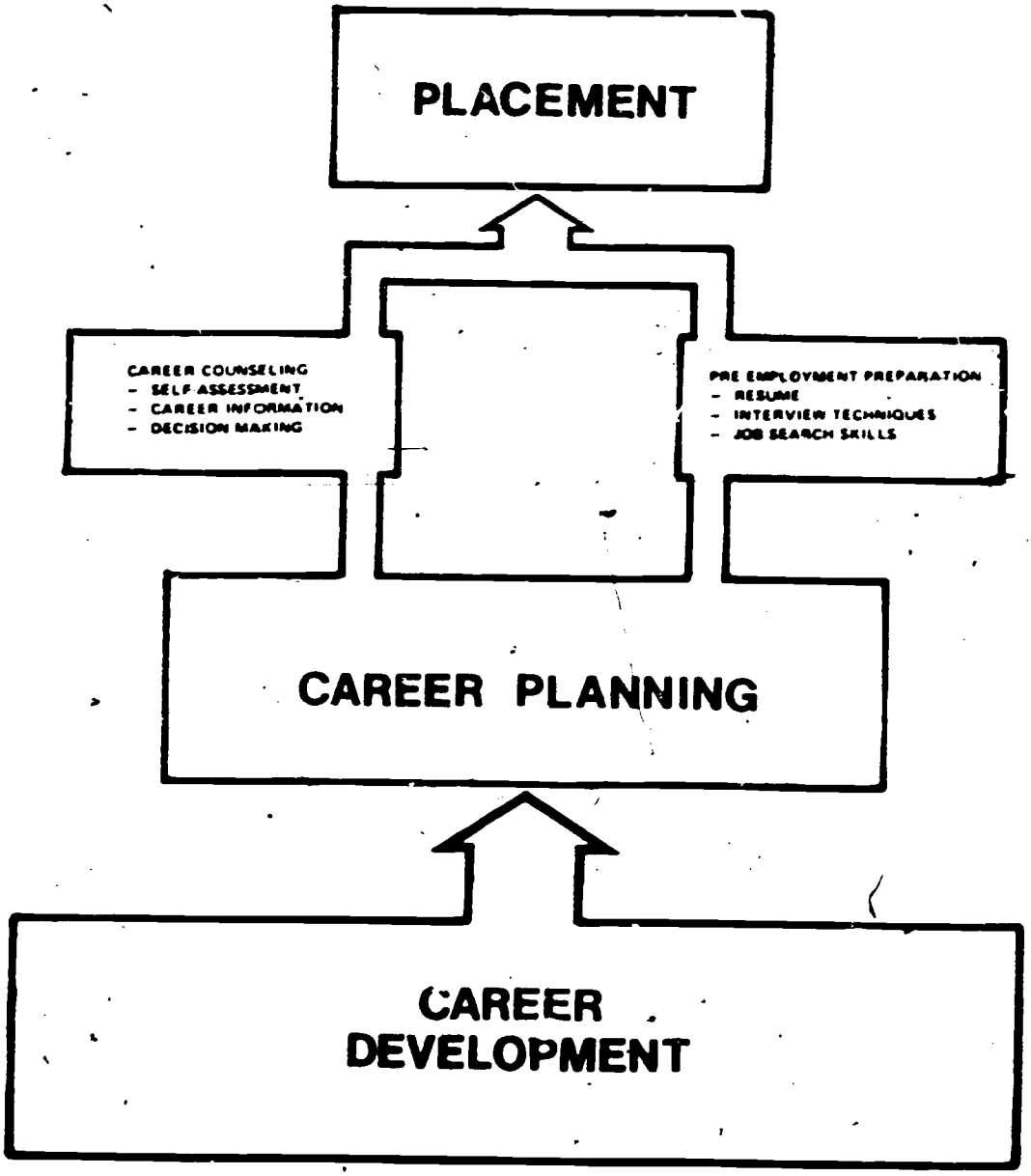
According to Donald Super (1974), career development is "an ongoing developmental process throughout the person's lifetime involving progressively consistent and realistic career choices and the acquisition of career choices, competencies and attitudes." A comprehensive career assistance and placement service with a goal of furthering a student's career development would then be concerned with providing services from early career choice assistance to assistance in placement into higher education or a job consistent with a student's career goals. This kind of service requires, in the case where the persons charged with placement responsibilities and career counseling responsibilities are not the same person, a close working relationship between counseling and placement.

CAREER PLANNING: Placement or Counseling?

The interrelationship between the two departments is illustrated in the figure below.



The types of career planning activities for which the placement program may be concerned are pre-employment preparation and career counseling.



PLACEMENT SERVICES

This section outlines the basic practices and procedures carried out in the operation of a placement office. While other sections of the manual describe the planning, coordination, career planning, and follow-up/evaluation components that make up a comprehensive career placement services program, the fundamental purpose of the program is realized through a placement operation which effectively assists students to implement their career plans. While most of the terms used will apply to job placement, many of the principles and activities discussed apply equally to efforts directed toward placement in higher education.

A MODEL FOR OPERATION

Most placement office operations can be described under one of the four following basic steps:

- Reach and interact with students in order to serve them
- Interact with employers (and educational institutions) in order to identify career opportunities
- Refer students to career opportunities
- Follow-through to improve the effectiveness of placement activities.

EXPLANATION OF TERMS

The CAPS Career Placement Model will be presented in general terms to facilitate its' adaptation to any educational setting. Further explanation of key terms may assist in understanding the system to be described.

CAREER PLACEMENT OPPORTUNITY

Use of this term refers to the full range of career options open to students. Depending upon local priorities and needs, a specific placement office may attempt to help students reach one or more of the following types of opportunities:

Employment: Full-, part-time, and temporary jobs for both students and graduates. Co-op, work-study, distributive education, and other available options for student employment should not be excluded, such as performing arts, self-employment and other graduates career options.

Higher education: Opportunities for transfer to community colleges and four-year colleges and universities, including available programs of study requirements for entry, and financial assitance.

Training programs: On-job-training, apprenticeship, trade schools and community skill training opportunities.

Military service: Openings and requirements for active or reserve duty with all military branches, including special training, duty, and benefit options.

Volunteer service: Full, part-time, and temporary opportunities for non-paid human resource service with local, state, or national agencies, both public and private.

EMPLOYER DATA BASE

An employer data base refers to that network of information garnered through formal and informal activities which may include manpower surveys, promotional activities, personal visits, and telephone and/or mail communication with employers and higher educational institutions. It is primiarliy through this interaction with employers that career placement opportunties are identified. Job orders, company literature, and colleges catalogs can be added to the systematic accumulation of information. The base of information accumulated constitutes a basic resource for job development, information on current employment trends, and planning activities.

STUDENT DATA BASE

This term refers to the accumulated information on students gained through their interaction with the placement system. Students needing placement assistance are identified and reached through needs assessment, promotion, referral from school staff, walk-in, and other means. Types of contact may involve individual interviews for placement counseling; class meetings to impart placement service information and pre-employment preparation assistance; and other activities which result in knowledge of students as individuals or as a group. If a placement service plans to interact individually with students, it will need some means of maintaining student data, for example, a student registration form. A less formal system that only posts job orders might need only genralized information about students, for example how many graduating seniors are in which programs.

REFERRAL

Referral to placement opportunities involves actually assisting the student to gain entrance to any of the career options identified above. While referral may be direct (in the case of a student interview for a specific job opening arranged as a result of the placement coordinators' telephone call to an employer) or indirect (the student arranges an interview after reading a job notice on the placement office bulletin board), this process involves some sort of interaction between the student and employer data bases.

FOLLOW-THROUGH

Follow-through of placement activities indicates the consistent, day-to-day efforts made to assure that employment opportunities are current, student files are up to date, and that the outcome of referrals is known.

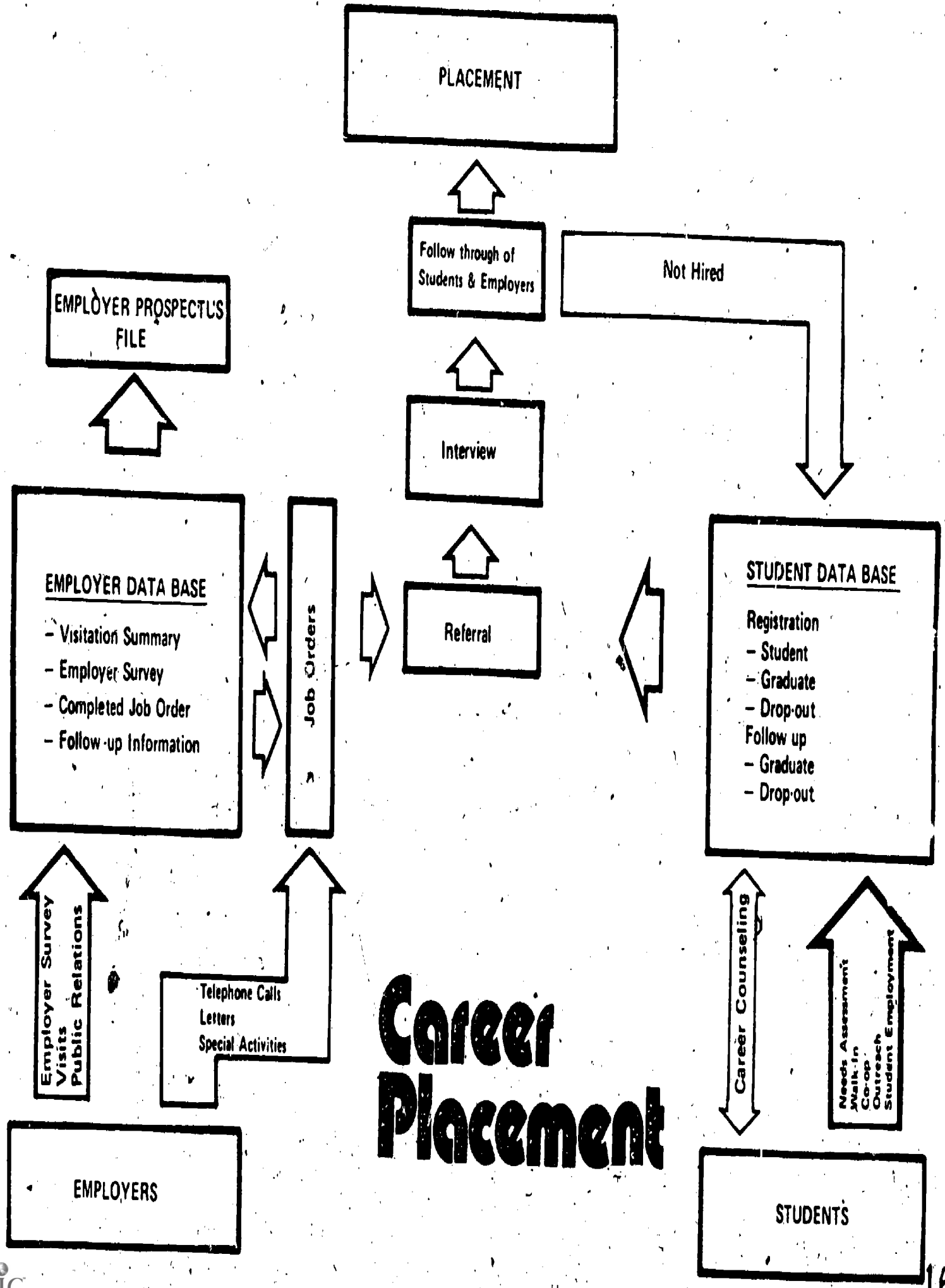
Opportunities made available through the placement office should be updated through telephone or mail verification with the employer, checking outcomes of referrals. Both students and employers provide sources of information on the outcome of referrals, through a combination of telephone, mail, and personal contacts. Follow-through with students placed should be made on a regular basis to identify any adjustment problems. Feedback obtained from these students or their employers provides useful information for the evaluation of services and of educational programs.

PLACEMENT

This term indicates the implementation of a step in the career plan of a student involving employment transition to another educational or training setting, or other career alternatives consistent with individual aptitude, interest, values, and ability.

Resources
See Placement Services Section "Suggested Activities for Placement Operation: 1, 2, 3, 4"

The figure on the following page illustrates the CAPS Career Placement Model for operation of a placement service. The basic steps through which the model assists students to implement career goals are discussed in the pages following the figure.



Career Placement

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