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NATIONAL ASSOCIATION OF TRADE AND
TECHNICAL SCHOOLS, MIAMI, FLORIDA,
FRIDAY EVENING, JUNE 19, 1970.

all WIVES - Majority
" Husbands - Speaker

Mr. Virgin
Invitation

HENRY ADAMS ONCE WROTE:

"NOTHING IN EDUCATION IS SO ASTONISHING
AS THE AMOUNT OF IGNORANCE IT
ACCUMULATES IN THE FORM OF INERT FACTS."

WHATEVER PROMPTED ADAMS' REMARK,
HE COULD NOT HAVE BEEN TALKING ABOUT
TRADE AND TECHNICAL SCHOOLS BECAUSE THE
TOOLS OF THAT BUSINESS ARE LIVELY FACTS,
FACTS THAT CAN BE PUT TO GOOD USE.

I HAVE LONG BEEN A CRITIC OF
OUR NATION'S PUBLIC SCHOOLS BECAUSE I
HAVE NEVER FELT THAT THEY WERE ACHIEVING
EVEN A REASONABLE DEGREE OF THEIR
POTENTIAL.

One justification for
non-public schools
is COMPETITION

ONE REASON FOR THIS FAILURE IS



LACK OF COMPETITION. ANOTHER IS A PHILOSOPHY OF EDUCATION WHICH INSISTS UPON TREATING EVERY STUDENT AS THOUGH HE WERE COLLEGE MATERIAL AND TENDS TO HOLD THE BLUE COLLAR WORKER IN CONTEMPT.

I AM HAPPY TO SEE THE GROWING EMERGENCE OF HIGH QUALITY PRIVATE TRADE AND TECHNICAL SCHOOLS IN THIS COUNTRY. THIS IS A RESPONSE TO A DEFINITE NEED. SUCH SCHOOLS ARE FILLING A VOID LEFT BY THE PUBLIC SCHOOLS. PRIVATE TRADE AND TECHNICAL SCHOOLS ARE A NATURAL DEVELOPMENT IN A PRIVATE ENTERPRISE ECONOMY WHICH IS DEMANDING THE PERSONNEL NEEDED TO FILL CERTAIN JOBS IN GROWTH FIELDS AND IS INSISTING UPON EXCELLENCE.

IT WAS FORMER HEALTH-EDUCATION-AND-WELFARE SECRETARY JOHN W. GARDNER WHO SAID: "THE SOCIETY WHICH SCORNS

EXCELLENCE IN PLUMBING BECAUSE PLUMBING IS A HUMBLE ACTIVITY AND TOLERATES SHODDINESS IN PHILOSOPHY BECAUSE IT IS AN EXALTED ACTIVITY WILL HAVE NEITHER GOOD PLUMBING NOR GOOD PHILOSOPHY. NEITHER ITS PIPES NOR ITS THEORIES WILL HOLD WATER."

I THINK ONE THEORY THAT WILL HOLD WATER IS THAT PRIVATE TRADE AND TECHNICAL SCHOOLS ARE HELPING US APPROACH EXCELLENCE IN EDUCATION AND MAKE PROGRESS TOWARD OUR NATIONAL GOAL OF EQUALITY OF EDUCATIONAL OPPORTUNITY.

IT IS AN INERT FACT OF THE KIND HENRY ADAMS SPOKE OF -- AND YET A MOST STARTLING ONE -- THAT 75 PER CENT OF AMERICA'S YOUNG PEOPLE DO NOT GRADUATE FROM A FOUR-YEAR COLLEGE OR UNIVERSITY.

FROM THAT INERT FACT WE MUST



PROCEED TO THE INEVITABLE CONCLUSION THAT FAR MORE EMPHASIS SHOULD BE PLACED UPON VOCATIONAL EDUCATION THAN IS NOW THE CASE.

INSTEAD OF AN ALMOST EXCLUSIVE CONCENTRATION ON COLLEGE PREPARATORY PROGRAMS IN HIGH SCHOOLS, THE GOAL SHOULD BE TO MEET EVERY STUDENT'S NEEDS. THAT GOAL SHOULD TRANSLATE ITSELF INTO JUST ONE OBJECTIVE -- EXCELLENCE -- WHETHER THE INDIVIDUAL INVOLVED IS DESTINED TO BECOME A DOCTOR OF MEDICINE OR A PLUMBER.

THERE IS ANOTHER CONCLUSION THAT FOLLOWS FROM THE INERT FACT THAT 75 PER CENT OF OUR YOUNG PEOPLE DO NOT GRADUATE FROM A FOUR-YEAR COLLEGE. THIS CONCLUSION IS THAT THE PRIVATE TRADE AND TECHNICAL SCHOOLS ARE THEMSELVES A GROWTH FIELD.

THE PRIVATE TRADE AND TECHNICAL

SCHOOLS ARE IGNORED BY SOME EDUCATORS AND
FOUGHT BY OTHERS.

~~I PERSONALLY SEE THE PRIVATE
TRADE AND TECHNICAL SCHOOLS ARE IGNORED
BY SOME EDUCATORS AND FOUGHT BY OTHERS.~~

I PERSONALLY SEE THE PRIVATE
TRADE AND TECHNICAL SCHOOLS AS A GREAT
RESOURCE FOR TRAINING MILLIONS OF
AMERICANS, BOTH THE DISADVANTAGED AND
OTHERS.

I BELIEVE THAT THOSE EDUCATORS
AND PUBLIC OFFICIALS WHO IGNORE THE PRIVATE
TRADE AND TECHNICAL SCHOOLS SIMPLY ARE NOT
AWARE OF THE HIGH QUALITY OF SCHOOLING
OFFERED BY ACCREDITED PROPRIETARY SCHOOLS
AND THE UNIQUE ABILITY THEY HAVE TO MEET
SPECIAL EDUCATIONAL NEEDS.

AS FOR THOSE WHO ARE FIGHTING
THE PROPRIETARY SCHOOLS, I THINK THEY ARE



*Politics
Admin*

AFRAID OF THE COMPETITION.

IN MY VIEW, COMPETITION IS AN INGREDIENT THAT LEADS TO EXCELLENCE. IT IS ESSENTIAL TO SUCCESS, BOTH AMONG ORGANIZATIONS AND INDIVIDUALS.

I MENTIONED EARLIER THAT PRIVATE TRADE AND TECHNICAL SCHOOLS ARE THEMSELVES A GROWTH FIELD. I SAY THIS BECAUSE THE NUMBER OF PERSONS WHO COULD BENEFIT FROM OCCUPATIONAL TRAINING IN AMERICA IS VIRTUALLY UNLIMITED.

DESPITE THE NEGLECT OF VOCATIONAL EDUCATION, THERE ARE NEARLY AS MANY STUDENTS ENROLLED IN PROPRIETARY AND HOME STUDY COURSES AS THERE ARE ENROLLED IN INSTITUTIONS OF HIGHER LEARNING -- SOME 6.5 MILLION VERSUS 7 MILLION.

WE ARE ALSO TOLD THAT IN THE SEVENTIES 50 PER CENT OF ALL JOBS WILL



REQUIRE EDUCATION BEYOND HIGH SCHOOL BUT
LESS THAN A BACCALAUREATE DEGREE.

THE BUREAU OF LABOR STATISTICS
PROJECTS THE LARGEST PROPORTIONAL
EMPLOYMENT INCREASE IN THE SEVENTIES AMONG
PROFESSIONAL AND TECHNICAL WORKERS. THAT
PROJECTION SHOWS AN INCREASE OF ALMOST
40 PER CENT FOR THIS GROUP OVER THE FIGURES
FOR THE 1960s. IN FACT, JOB OPENINGS FOR
TECHNICIANS ARE EXPECTED TO EXCEED
100,000 A YEAR IN THE NEXT DECADE.

CONSEQUENTLY, IT SEEMS QUITE
OBVIOUS THAT VOCATIONAL EDUCATION SHOULD
BE ASSIGNED GREATER IMPORTANCE IN OUR
SCALE OF SPENDING PRIORITIES AT ALL LEVELS
OF GOVERNMENT.

IT ALSO APPEARS QUITE CLEAR THAT
THE ROLE OF THE PROPRIETARY TRADE AND
TECHNICAL SCHOOL IS VITAL TO THE SUCCESS



OF VOCATIONAL EDUCATION AS A WHOLE AND
TO THE SUCCESS OF THE INDIVIDUAL IN A
RAPIDLY CHANGING SOCIETY.

IT STRIKES ME AS EXCEEDINGLY
STRANGE, THEREFORE, THAT THE CAPABILITIES
OF THE PRIVATE VOCATIONAL SCHOOL FOR
MOTIVATING AND TRAINING INDIVIDUALS,
INCLUDING THE DISADVANTAGED, ARE TO SO
LARGE AN EXTENT NEGLECTED.

I PERSONALLY BELIEVE PRIVATE
TRADE AND TECHNICAL SCHOOLS SHOULD BE
GIVEN A FAR GREATER ROLE IN GOVERNMENT
TRAINING PROGRAMS AND SHOULD BE USED
ACTIVELY BY THE STATES UNDER PROVISIONS
OF THE VOCATIONAL EDUCATION ACT.

EVERY EFFORT SHOULD BE MADE -- AT
THE FEDERAL, STATE AND LOCAL LEVELS -- TO
IMPROVE OPPORTUNITIES FOR STUDENTS TO
ATTEND PRIVATE VOCATIONAL SCHOOLS IF THEY
CHOOSE.

ONE PLAN THAT COULD BE USED TO AID STUDENTS ENROLLING IN PRIVATE SCHOOLS WOULD BE THE COMBINATION LOAN AND GRANT, AMOUNTING TO AT LEAST \$2,000 ANNUALLY.

I FAVOR FEDERAL GRANTS EACH YEAR TO A SUBSTANTIAL NUMBER OF DISADVANTAGED PERSONS ENROLLING IN PRIVATE VOCATIONAL SCHOOLS.

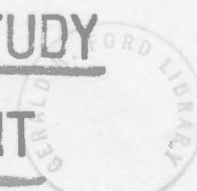
SERIOUS CONSIDERATION SHOULD BE GIVEN TO LEGISLATION THAT WOULD PROVIDE FOR VOCATIONAL EDUCATION OPPORTUNITY GRANTS, OF AN AMOUNT AND DURATION SUFFICIENT TO DO THE JOB.

IF EQUALITY OF EDUCATIONAL OPPORTUNITY IS NOT TO BE WRITTEN OFF AS A MYTH, WE MUST EXPAND THE SCOPE OF VOCATIONAL EDUCATION AND MAKE FULL USE OF PRIVATE VOCATIONAL SCHOOLS AS A RESOURCE FOR TRAINING THE DISADVANTAGED.

IN THAT CONNECTION, I AM PLEASED TO REPORT TO YOU THAT THE ADMINISTRATION'S HIGHER EDUCATION OPPORTUNITY ACT IS BEING RESHAPED TO ELIMINATE SOME OF THE DISCRIMINATION AGAINST STUDENTS ATTENDING PROPRIETARY VOCATIONAL AND TECHNICAL SCHOOLS.

FOR INSTANCE, SUCH STUDENTS WILL BE ELIGIBLE FOR INSURED SUBSIDIZED LOANS UNDER THE ADMINISTRATION BILL. HEW OFFICIALS HAVE CLARIFIED THIS MATTER BEFORE A HOUSE EDUCATION SUBCOMMITTEE. WHERE IT INITIALLY APPEARED THAT PRIVATE SCHOOL STUDENTS WOULD BE EXCLUDED, WE ARE NOW ASSURED THEY WILL BE COVERED.

HEW OFFICIALS ALSO SAY THEY ARE SEEKING WAYS TO MAKE STUDENTS ATTENDING PROPRIETARY SCHOOLS ELIGIBLE FOR WORK-STUDY ASSISTANCE UNDER THE EXISTING ARRANGEMENT



OF WORK DONE FOR AN AGENCY OTHER THAN THE SCHOOL.

I AM DISAPPOINTED, HOWEVER, THAT STUDENTS AT PROPRIETARY TRADE AND TECHNICAL SCHOOLS WOULD NOT BE ELIGIBLE FOR EDUCATIONAL OPPORTUNITY GRANTS UNDER THE ADMINISTRATION BILL.

I FIRMLY BELIEVE THAT STUDENTS PLANNING TO ATTEND SUCH SCHOOLS SHOULD BE AFFORDED THE SAME BENEFITS AS THOSE INTENT ON ENROLLING IN FOUR-YEAR COLLEGES AND UNIVERSITIES.

THOSE WHO ARE SHAPING OUR EDUCATIONAL POLICIES MUST REARRANGE THEIR THINKING IF THEIR PHILOSOPHY IS SUCH THAT STUDENTS CHOOSING TO ATTEND PROPRIETARY SCHOOLS ARE BEING DISCRIMINATED AGAINST.

THE INTEREST AND CONCERN OF THE FEDERAL GOVERNMENT SHOULD BE BROADENED



TO INCLUDE ALL EDUCATION. UNFORTUNATELY,
TODAY THAT INTEREST APPEARS TO EXCLUDE
PROPRIETARY SCHOOLS AS FAR AS THE U.S.
OFFICE OF EDUCATION IS CONCERNED.

PERHAPS THE ONLY WAY WE WILL
BRING ABOUT A PROPER CONCERN FOR
VOCATIONAL EDUCATION AND THE PROPRIETARY
SCHOOLS IN THE U.S. OFFICE OF EDUCATION
IS TO SPLIT OFF EDUCATION FROM THE
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
AND COMBINE IT WITH THE MANPOWER TRAINING
FUNCTIONS OF THE LABOR DEPARTMENT TO FORM
A NEW DEPARTMENT OF EDUCATION AND
MANPOWER.

THIS APPEARS TO BE A MOST
NATURAL MARRIAGE AND PERHAPS THE BEST
POSSIBLE WAY TO BRING EDUCATORS INTO THE
MANPOWER TRAINING FUNCTION.

OF COURSE THERE ARE MANY OTHER

REASONS WHY THE CREATION OF A NEW
DEPARTMENT OF EDUCATION AND MANPOWER
WOULD SEEM BENEFICIAL TO THE NATION.

PERHAPS THE MOST COMPELLING
REASON IS THAT THE PRESENT DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE HAS BECOME
SO HUGE AND UNWIELDY AS TO BE VIRTUALLY
UNMANAGEABLE.

THIS WOULD APPEAR TO BE A MOST
PROPITIOUS TIME FOR SUCH A CHANGE, A
TIME WHEN THE PRESIDENT HAS ALREADY PUT
SWEEPING EXECUTIVE BRANCH REORGANIZATIONAL
PLANS INTO MOTION WITH HIS CREATION OF THE
NEW AND POWERFUL OFFICE OF MANAGEMENT
AND BUDGET TO MONITOR EXISTING PROGRAMS
AND BRING EFFICIENCY TO THE OPERATIONS
OF THE FEDERAL BUREAUCRACY.

AS I VIEW A NEW DEPARTMENT OF
EDUCATION AND MANPOWER, THE COMBINING OF



THESE FUNCTIONS UNDER A SINGLE AGENCY
WOULD PRODUCE THE BROADEST POSSIBLE
APPROACH TO EQUALITY OF EDUCATIONAL
OPPORTUNITY.

IN CREATING THE NEW DEPARTMENT,
WE WOULD INDICATE THAT WE ARE JUST AS
CONCERNED ABOUT THE TRAINING OF SKILLED
WORKERS AND SUBPROFESSIONAL TECHNICIANS AS
WE ARE ABOUT TURNING OUT SCIENTISTS,
ENGINEERS AND PROFESSIONAL PEOPLE.

A NEW DEPARTMENT OF EDUCATION
AND MANPOWER WOULD BE SINGLE-MINDEDLY
CONCERNED WITH OUR TOTAL EDUCATIONAL AND
MANPOWER NEEDS AND WOULD THEREFORE BE
CONCERNED WITH ALL OF THE NATIONAL RESOURCES
REQUIRED TO MEET THOSE NEEDS -- INCLUDING
THE PROPRIETARY SCHOOLS.

THE PROPRIETARY SCHOOLS HAVE
NOT BEEN ASKING THE FEDERAL GOVERNMENT FOR

ASSISTANCE FOR THEMSELVES BUT FOR EQUAL TREATMENT OF THEIR STUDENTS. I AGREE WITH THIS APPROACH.

I AM PLEASED THAT THE CONGRESS HAS AMENDED THE STUDENT AID PROGRAMS TO MAKE STUDENTS ATTENDING ACCREDITED PROPRIETARY SCHOOLS ELIGIBLE FOR NATIONAL DEFENSE EDUCATION ACT STUDENT LOANS, INSURED STUDENT LOANS, AND WORK-STUDY PROGRAMS.

AT THIS POINT, I THINK IT APPROPRIATE TO LOOK AT THE COMPREHENSIVE MANPOWER ACT CURRENTLY BEFORE THE CONGRESS.

THE ACT IS INTENDED TO ATTACK BASIC PROBLEMS THAT HAMPER ALL FEDERAL JOB TRAINING AND JOB PLACEMENT PROGRAMS -- THE FACT THAT VARIOUS COMBINATIONS OF FEDERAL, STATE AND LOCAL AGENCIES OFTEN COMPETE WITH EACH OTHER TO SERVE THE SAME PEOPLE, THE

FACT THAT PROGRAMS AND FACILITIES ARE
OFTEN DUPLICATED AND NOT FULLY UTILIZED,
THE FACT THAT ADMINISTRATION OF PARTICULAR
PROGRAMS IS CONFUSED DUE TO OVERLAPPING,
AND THE FACT THAT THE LESS ADEPT
GRANT-SEEKERS FAIL TO GET THEIR FAIR
SHARE OF AVAILABLE FEDERAL SUPPORT.

THE COMPREHENSIVE MANPOWER ACT
IS DESIGNED TO DEVELOP A SYSTEMATIC
NATIONAL MANPOWER POLICY AND TO
EFFECTIVELY DELIVER JOB TRAINING SERVICES
TO THE PEOPLE WHO NEED THEM.

BETTER EMPLOYMENT IS A POSSIBLE
SOLUTION TO THE ECONOMIC PROBLEMS OF
ABOUT 11 MILLION AMERICANS. ABOUT 7 MILLION
OF THESE NEED MORE EDUCATION AND SPECIAL
TRAINING TO GIVE THEM THE SKILLS REQUIRED
IN TODAY'S LABOR MARKET.

BY CONTRAST, ABOUT ONE MILLION

PEOPLE HAVE ACTUALLY BEEN ENROLLED IN
MANPOWER DEVELOPMENT AND TRAINING ACT
PROGRAMS SINCE 1962. CURRENTLY 454,826
PERSONS ARE SO ENROLLED.

AN IMMENSE EFFORT TO DEVELOP
THE SKILLS AND ABILITIES OF THE AMERICAN
WORK FORCE IS NEEDED IN THE SEVENTIES.
THE COMPREHENSIVE MANPOWER ACT SEEKS TO
SET UP THE MACHINERY REQUIRED FOR THAT
EFFORT.

IN FISCAL 1970 THE FEDERAL OUTLAY
FOR THE ENTIRE ARRAY OF PROGRAMS
ADMINISTERED UNDER THE MANPOWER DEVELOPMENT
AND TRAINING ACT WAS \$1.5 BILLION.

THESE PROGRAMS HAVE HAD SOME ^{1 TRUES} SUCCESS IN FINDING JOBS FOR THE UNEMPLOYED
AND PROVIDING THEM WITH JOB TRAINING BUT
THEY HAVE NOT SIGNIFICANTLY REDUCED THE
OVERALL NUMBERS OF OUR UNEMPLOYED.

*Whenever 2 talk
about EXPEND*

(1RS)



THE REASON THE ANNUAL EXPENDITURE OF \$1.5 BILLION HAS NOT REDUCED THE POOL OF UNEMPLOYED PEOPLE IS SIMPLE. THE NUMBER LIFTED OUT OF UNEMPLOYMENT IS ALMOST EXACTLY MATCHED BY THE NUMBER ENTERING THE JOB MARKET WITHOUT THE SKILLS AND PREPARATION NEEDED TO QUALIFY THEM FOR EMPLOYMENT.

FOR INSTANCE, WE HAVE ABOUT 700,000 DROPOUTS FROM HIGH SCHOOL EACH YEAR, AND 17.4 PER CENT OF THESE JOIN THE RANKS OF THE UNEMPLOYED. THE CUMULATIVE DROPOUTS BETWEEN 16 AND 21 YEARS OF AGE ARE LISTED AT 2,734,000, AND THEIR UNEMPLOYMENT RATE IS PLACED AT 17 PER CENT.

IT SEEMS CLEAR THAT WE WILL NEVER REDUCE THE OVERALL POOL OF UNEMPLOYED UNTIL WE FOCUS FAR MORE ATTENTION ON UNEMPLOYMENT PREVENTION -- ON ADEQUATE

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PREPARATION OF THOSE WHO WILL BE ENTERING
THE JOB MARKET.

IT SEEMS CLEAR TO ME THAT
EVERY COMMUNITY IN THE COUNTRY SHOULD BE
DEVELOPING THE MEANS TO REDUCE THE FLOW
OF UNTRAINED YOUTH INTO THE RANKS OF
THE UNEMPLOYED AS WELL AS THE MEANS TO
HELP THOSE WHO ARE ALREADY UNEMPLOYED
FIND JOBS.

THIS IS WHERE WE NEED A CROSS-
FERTILIZATION BETWEEN SCHOOL ADMINISTRATORS
AND THOSE WHOSE JOB IT IS TO RUN MANPOWER
TRAINING PROGRAMS. IT IS ALL TOO CLEAR
AT PRESENT THAT PUBLIC EDUCATORS ARE
FAILING TO MEET THEIR RESPONSIBILITY FOR
PREPARING THE DISADVANTAGED FOR THE WORLD
OF WORK.

COMMON SENSE DICTATES THAT
EDUCATION AND MANPOWER PROGRAMS BE



COMPLEMENTARY, NOT COMPETITIVE AS IS NOW
SO OFTEN THE CASE. SCHOOL AND WORK MUST
BE LINKED. THAT IS WHY A DEPARTMENT
OF EDUCATION AND MANPOWER MAKES GREAT
GOOD SENSE *but not necessarily*

Reportedly THE OUTLOOK IS NOT BRIGHT FOR
HIGHER EDUCATION AND MANPOWER LEGISLATION
IN THIS CONGRESS. FOR A HIGHER EDUCATION
ACT THE PROGNOSIS IS "DOUBTFUL." FOR THE
COMPREHENSIVE MANPOWER ACT THE CHANCES
ARE ABOUT 50--50.

BUT IF THE MANPOWER ACT DOES EMERGE
FROM THE HOUSE EDUCATION AND LABOR
COMMITTEE, I THINK IT WILL PROVIDE FOR
CONTRACTS WITH PRIVATE TRADE AND TECHNICAL
SCHOOLS. THAT IS MY INFORMATION AT THE
PRESENT TIME.

WHATEVER THE OUTCOME OF CURRENT
EFFORTS TO SHAPE SUCH LEGISLATION, WE MUST

DO A BETTER JOB OF ADVANCING TOWARD
EQUALITY OF EDUCATIONAL OPPORTUNITY. AND
IN THAT CAUSE THE PROPRIETARY SCHOOLS CAN
BE HELPFUL.

PEOPLE ARE THIS COUNTRY'S
GREATEST RESOURCE. WHATEVER WE DO TO
DEVELOP OUR PEOPLE TO THEIR FULLEST
POTENTIAL BENEFITS THE ENTIRE NATION.
EVERY TIME WE SAVE AN INDIVIDUAL FROM
THE HUMAN SCRAP HEAP THE LIVES OF ALL OF
US ARE ENRICHED.

IT IS SAID THAT EDUCATION IS
WHAT YOU HAVE LEFT OVER AFTER YOU HAVE
FORGOTTEN EVERYTHING YOU HAVE LEARNED.

FOR THOUSANDS OF DISADVANTAGED
AMERICANS, EDUCATION IS THE KEY TO A NEW
LIFE. AND MANY OF THEM HAVE FOUND THAT
KEY IN THE NATION'S PROPRIETARY SCHOOLS.

SO TONIGHT I SALUTE THE ACCREDITED



TRADE AND TECHNICAL SCHOOLS. I SALUTE
THEM FOR SEEING A JOB THAT NEEDED DOING,
FOR DOING THAT JOB AND DOING IT WELL.
I SALUTE THEM FOR PERSEVERING IN THE
FACE OF ADVERSITY, FOR FROM SUCH
PERSEVERANCE COMES GREAT ACCOMPLISHMENT.

*Let me conclude
Character
Chubb*

-- END --



AN ADDRESS BY REP. GERALD R. FORD, R-MICH.
REPUBLICAN LEADER, U.S. HOUSE OF REPRESENTATIVES
BEFORE THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS
AT MIAMI, FLORIDA
FRIDAY EVENING, JUNE 19, 1970

FOR RELEASE ON DELIVERY

Henry Adams once wrote: "Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts."

Whatever prompted Adams' remark, he could not have been talking about trade and technical schools because the tools of that business are lively facts, facts that can be put to good use.

I have long been a critic of our nation's public schools because I have never felt that they were achieving even a reasonable degree of their potential.

One reason for this failure is lack of competition. Another is a philosophy of education which insists upon treating every student as though he were college material and tends to hold the blue collar worker in contempt.

I am happy to see the growing emergence of high quality private trade and technical schools in this country. This is a response to a definite need. Such schools are filling a void left by the public schools. Private trade and technical schools are a natural development in a private enterprise economy which is demanding the personnel needed to fill certain jobs in growth fields and is insisting upon excellence.

It was former Health-Education-and-Welfare Secretary John W. Gardner who said: "The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

I think one theory that will hold water is that private trade and technical schools are helping us approach excellence in education and make progress toward our national goal of equality of educational opportunity.

It is an inert fact of the kind Henry Adams spoke of--and yet a most startling one--that 75 per cent of America's young people do not graduate from a four-year college or university.

From that inert fact we must proceed to the inevitable conclusion that far more emphasis should be placed upon vocational education than is now the case.

(more)

Instead of an almost exclusive concentration on college preparatory programs in high schools, the goal should be to meet every student's needs. That goal should translate itself into just one objective--excellence--whether the individual involved is destined to become a doctor of medicine or a plumber.

There is another conclusion that follows from the inert fact that 75 per cent of our young people do not graduate from a four-year college. This conclusion is that the private trade and technical schools are themselves a growth field.

The private trade and technical schools are ignored by some educators and fought by others.

I personally see the private trade and technical schools as a great resource for training millions of Americans, both the disadvantaged and others.

I believe that those educators and public officials who ignore the private trade and technical schools simply are not aware of the high quality of schooling offered by accredited proprietary schools and the unique ability they have to meet special educational needs.

As for those who are fighting the proprietary schools, I think they are afraid of the competition.

In my view, competition is an ingredient that leads to excellence. It is essential to success, both among organizations and individuals.

I mentioned earlier that private trade and technical schools are themselves a growth field. I say this because the number of persons who could benefit from occupational training in America is virtually unlimited.

Despite the neglect of vocational education, there are nearly as many students enrolled in proprietary and home study courses as there are enrolled in institutions of higher learning--some 6.5 million versus 7 million.

We are also told that in the Seventies 50 per cent of all jobs will require education beyond high school but less than a baccalaureate degree.

The Bureau of Labor Statistics projects the largest proportional employment increase in the Seventies among professional and technical workers. That projection shows an increase of almost 40 per cent for this group over the figures for the 1960s. In fact, job openings for technicians are expected to exceed 100,000 a year in the next decade.

Consequently, it seems quite obvious that vocational education should be assigned greater importance in our scale of spending priorities at all levels of government.

(more)

It also appears quite clear that the role of the proprietary trade and technical school is vital to the success of vocational education as a whole and to the success of the individual in a rapidly changing society.

It strikes me as exceedingly strange, therefore, that the capabilities of the private vocational school for motivating and training individuals, including the disadvantaged, are to so large an extent neglected.

I personally believe private trade and technical schools should be given a far greater role in government training programs and should be used actively by the states under provisions of the Vocational Education Act.

Every effort should be made--at the Federal, state and local levels--to improve opportunities for students to attend private vocational schools if they choose.

One plan that could be used to aid students enrolling in private schools would be the combination loan and grant, amounting to at least \$2,000 annually.

I favor Federal grants each year to a substantial number of disadvantaged persons enrolling in private vocational schools.

Serious consideration should be given to legislation that would provide for vocational education opportunity grants, of an amount and duration sufficient to do the job.

If equality of educational opportunity is not to be written off as a myth, we must expand the scope of vocational education and make full use of private vocational schools as a resource for training the disadvantaged.

In that connection, I am pleased to report to you that the Administration's Higher Education Opportunity Act is being reshaped to eliminate some of the discrimination against students attending proprietary vocational and technical schools.

For instance, such students will be eligible for insured subsidized loans under the Administration bill. HEW officials have clarified this matter before a House Education Subcommittee. Where it initially appeared that private school students would be excluded, we are now assured they will be covered.

HEW officials also say they are seeking ways to make students attending proprietary schools eligible for work-study assistance under the existing arrangement of work done for an agency other than the school.

I am disappointed, however, that students at proprietary trade and technical schools would not be eligible for educational opportunity grants under the Administration bill.

(more)

I firmly believe that students planning to attend such schools should be afforded the same benefits as those intent on enrolling in four-year colleges and universities.

Those who are shaping our educational policies must rearrange their thinking if their philosophy is such that students choosing to attend proprietary schools are being discriminated against.

The interest and concern of the Federal Government should be broadened to include all education. Unfortunately, today that interest appears to exclude proprietary schools as far as the U.S. Office of Education is concerned.

Perhaps the only way we will bring about a proper concern for vocational education and the proprietary schools in the U.S. Office of Education is to split off education from the Department of Health, Education and Welfare and combine it with the manpower training functions of the Labor Department to form a new Department of Education and Manpower.

This appears to be a most natural marriage and perhaps the best possible way to bring educators into the manpower training function.

Of course there are many other reasons why the creation of a new Department of Education and Manpower would seem beneficial to the Nation.

Perhaps the most compelling reason is that the present Department of Health, Education and Welfare has become so huge and unwieldy as to be virtually unmanageable.

This would appear to be a most propitious time for such a change, a time when the President has already put sweeping Executive Branch reorganizational plans into motion with his creation of the new and powerful Office of Management and Budget to monitor existing programs and bring efficiency to the operations of the Federal bureaucracy.

As I view a new Department of Education and Manpower, the combining of these functions under a single agency would produce the broadest possible approach to equality of educational opportunity.

In creating the new department, we would indicate that we are just as concerned about the training of skilled workers and subprofessional technicians as we are about turning out scientists, engineers and professional people.

A new Department of Education and Manpower would be single-mindedly concerned with our total educational and manpower needs and would therefore be concerned with all of the national resources required to meet those needs--including the proprietary schools.

(more)

The proprietary schools have not been asking the Federal Government for assistance for themselves but for equal treatment of their students. I agree with this approach.

I am pleased that the Congress has amended the student aid programs to make students attending accredited proprietary schools eligible for National Defense Education Act student loans, insured student loans, and work-study programs.

At this point, I think it appropriate to look at the Comprehensive Manpower Act currently before the Congress.

The Act is intended to attack basic problems that hamper all Federal job training and job placement programs--the fact that various combinations of Federal, state and local agencies often compete with each other to serve the same people, the fact that programs and facilities are often duplicated and not fully utilized, the fact that administration of particular programs is confused due to overlapping, and the fact that the less adept grant-seekers fail to get their fair share of available federal support.

The Comprehensive Manpower Act is designed to develop a systematic national manpower policy and to effectively deliver job training services to the people who need them.

Better employment is a possible solution to the economic problems of about 11 million Americans. About seven million of these need more education and special training to give them the skills required in today's labor market.

By contrast, about one million people have actually been enrolled in Manpower Development and Training Act programs since 1962. Currently 454,826 persons are so enrolled.

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*Distribution: Full
Galleries 12:30 p.m. 6/18/70*

M Office Copy

AN ADDRESS BY REP. GERALD R. FORD, R-MICH.
REPUBLICAN LEADER, U.S. HOUSE OF REPRESENTATIVES
BEFORE THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS
AT MIAMI, FLORIDA
FRIDAY EVENING, JUNE 19, 1970

FOR RELEASE ON DELIVERY

Henry Adams once wrote: "Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts."

Whatever prompted Adams' remark, he could not have been talking about trade and technical schools because the tools of that business are lively facts, facts that can be put to good use.

I have long been a critic of our nation's public schools because I have never felt that they were achieving even a reasonable degree of their potential.

One reason for this failure is lack of competition. Another is a philosophy of education which insists upon treating every student as though he were college material and tends to hold the blue collar worker in contempt.

I am happy to see the growing emergence of high quality private trade and technical schools in this country. This is a response to a definite need. Such schools are filling a void left by the public schools. Private trade and technical schools are a natural development in a private enterprise economy which is demanding the personnel needed to fill certain jobs in growth fields and is insisting upon excellence.

It was former Health-Education-and-Welfare Secretary John W. Gardner who said: "The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

I think one theory that will hold water is that private trade and technical schools are helping us approach excellence in education and make progress toward our national goal of equality of educational opportunity.

It is an inert fact of the kind Henry Adams spoke of--and yet a most startling one--that 75 per cent of America's young people do not graduate from a four-year college or university.

From that inert fact we must proceed to the inevitable conclusion that far more emphasis should be placed upon vocational education than is now the case.

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Instead of an almost exclusive concentration on college preparatory programs in high schools, the goal should be to meet every student's needs. That goal should translate itself into just one objective--excellence--whether the individual involved is destined to become a doctor of medicine or a plumber.

There is another conclusion that follows from the inert fact that 75 per cent of our young people do not graduate from a four-year college. This conclusion is that the private trade and technical schools are themselves a growth field.

The private trade and technical schools are ignored by some educators and fought by others.

I personally see the private trade and technical schools as a great resource for training millions of Americans, both the disadvantaged and others.

I believe that those educators and public officials who ignore the private trade and technical schools simply are not aware of the high quality of schooling offered by accredited proprietary schools and the unique ability they have to meet special educational needs.

As for those who are fighting the proprietary schools, I think they are afraid of the competition.

In my view, competition is an ingredient that leads to excellence. It is essential to success, both among organizations and individuals.

I mentioned earlier that private trade and technical schools are themselves a growth field. I say this because the number of persons who could benefit from occupational training in America is virtually unlimited.

Despite the neglect of vocational education, there are nearly as many students enrolled in proprietary and home study courses as there are enrolled in institutions of higher learning--some 6.5 million versus 7 million.

We are also told that in the Seventies 50 per cent of all jobs will require education beyond high school but less than a baccalaureate degree.

The Bureau of Labor Statistics projects the largest proportional employment increase in the Seventies among professional and technical workers. That projection shows an increase of almost 40 per cent for this group over the figures for the 1960s. In fact, job openings for technicians are expected to exceed 100,000 a year in the next decade.

Consequently, it seems quite obvious that vocational education should be assigned greater importance in our scale of spending priorities at all levels of government.

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It also appears quite clear that the role of the proprietary trade and technical school is vital to the success of vocational education as a whole and to the success of the individual in a rapidly changing society.

It strikes me as exceedingly strange, therefore, that the capabilities of the private vocational school for motivating and training individuals, including the disadvantaged, are to so large an extent neglected.

I personally believe private trade and technical schools should be given a far greater role in government training programs and should be used actively by the states under provisions of the Vocational Education Act.

Every effort should be made--at the Federal, state and local levels--to improve opportunities for students to attend private vocational schools if they choose.

One plan that could be used to aid students enrolling in private schools would be the combination loan and grant, amounting to at least \$2,000 annually.

I favor Federal grants each year to a substantial number of disadvantaged persons enrolling in private vocational schools.

Serious consideration should be given to legislation that would provide for vocational education opportunity grants, of an amount and duration sufficient to do the job.

If equality of educational opportunity is not to be written off as a myth, we must expand the scope of vocational education and make full use of private vocational schools as a resource for training the disadvantaged.

In that connection, I am pleased to report to you that the Administration's Higher Education Opportunity Act is being reshaped to eliminate some of the discrimination against students attending proprietary vocational and technical schools.

For instance, such students will be eligible for insured subsidized loans under the Administration bill. HEW officials have clarified this matter before a House Education Subcommittee. Where it initially appeared that private school students would be excluded, we are now assured they will be covered.

HEW officials also say they are seeking ways to make students attending proprietary schools eligible for work-study assistance under the existing arrangement of work done for an agency other than the school.

I am disappointed, however, that students at proprietary trade and technical schools would not be eligible for educational opportunity grants under the Administration bill.

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I firmly believe that students planning to attend such schools should be afforded the same benefits as those intent on enrolling in four-year colleges and universities.

Those who are shaping our educational policies must rearrange their thinking if their philosophy is such that students choosing to attend proprietary schools are being discriminated against.

The interest and concern of the Federal Government should be broadened to include all education. Unfortunately, today that interest appears to exclude proprietary schools as far as the U.S. Office of Education is concerned.

Perhaps the only way we will bring about a proper concern for vocational education and the proprietary schools in the U.S. Office of Education is to split off education from the Department of Health, Education and Welfare and combine it with the manpower training functions of the Labor Department to form a new Department of Education and Manpower.

This appears to be a most natural marriage and perhaps the best possible way to bring educators into the manpower training function.

Of course there are many other reasons why the creation of a new Department of Education and Manpower would seem beneficial to the Nation.

Perhaps the most compelling reason is that the present Department of Health, Education and Welfare has become so huge and unwieldy as to be virtually unmanageable.

This would appear to be a most propitious time for such a change, a time when the President has already put sweeping Executive Branch reorganizational plans into motion with his creation of the new and powerful Office of Management and Budget to monitor existing programs and bring efficiency to the operations of the Federal bureaucracy.

As I view a new Department of Education and Manpower, the combining of these functions under a single agency would produce the broadest possible approach to equality of educational opportunity.

In creating the new department, we would indicate that we are just as concerned about the training of skilled workers and subprofessional technicians as we are about turning out scientists, engineers and professional people.

A new Department of Education and Manpower would be single-mindedly concerned with our total educational and manpower needs and would therefore be concerned with all of the national resources required to meet those needs--including the proprietary schools.

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The proprietary schools have not been asking the Federal Government for assistance for themselves but for equal treatment of their students. I agree with this approach.

I am pleased that the Congress has amended the student aid programs to make students attending accredited proprietary schools eligible for National Defense Education Act student loans, insured student loans, and work-study programs.

At this point, I think it appropriate to look at the Comprehensive Manpower Act currently before the Congress.

The Act is intended to attack basic problems that hamper all Federal job training and job placement programs--the fact that various combinations of Federal, state and local agencies often compete with each other to serve the same people, the fact that programs and facilities are often duplicated and not fully utilized, the fact that administration of particular programs is confused due to overlapping, and the fact that the less adept grant-seekers fail to get their fair share of available federal support.

The Comprehensive Manpower Act is designed to develop a systematic national manpower policy and to effectively deliver job training services to the people who need them.

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