

REMARKS BY SENATOR HUBERT H. HUMPHREY
DUNWOODY INSTITUTE ANNIVERSARY
DEDICATION OF DECKER AUDITORIUM-GYMNASIUM

Minneapolis, Minnesota

December 14, 1974

Dunwoody Institute is a true pioneer in the vocational education movement.

The history of vocational-technical education in Minnesota goes back to the last quarter of the 19th century, when a school of woodworkers was started in Anoka. But in the context of the vocational education system that is known in Minnesota today, it dates back to 1914 when the Dunwoody Industrial Institute opened its doors to students.

Dunwoody has been a strong and impressive influence on vocational education in Minnesota, since it became the first private vocational educational establishment in our state. And I am certain that Dunwoody will continue to develop skilled manpower for Minnesota and the Midwest.

Our economy is currently experiencing a high level of unemployment, and it is likely to get worse before it gets better. The vocational education movement can make a vital contribution in helping people to be fully equipped to meet manpower needs in a changing job market.

The craftsman apprentice at age 16, the computer programmer at age 30, and the newly trained practical nurse at age 60 know at first hand the central role that vocational education is playing in our educational system today.

However, we cannot rest on our laurels. The developing recession, coupled with some profoundly disturbing statistics on the failure of youth to complete their education, can mean that increasing numbers of Americans will be left outside the job market or will be able to climb only to the lowest rung of the employment ladder.

-- About 14.5 per cent of American youths between the ages of 16 and 24 are unemployed -- it is reported that half of all our workers out of a job today are under age 25.

-- More than 750,000 high school and college students drop out each year, most of them without marketable skills.

-- It is estimated that 85 per cent of today's fifth graders will not complete a four-year college program.

-- Moreover, by the end of this decade, eight out of ten jobs in America will not require a college degree. But job skill requirements will continue, and they will be undergoing many changes.

It is highly significant that the unemployment rate among high school graduates with or without some college training is more than three times as high as that of vocational education graduates. However, research studies indicate that a majority

of junior and senior high school students are not aware of occupational alternatives which will be available to them.

The obvious conclusion is that Dunwoody and vocational education have their work cut out for them. They must reach out to people of all ages, encouraging them to take advantage of new job opportunities. And they must respond effectively to rapid changes in the labor market influenced both by our current recession and by rapid technological development.

Next year, the Vocational Education Act of 1963, as amended in 1968, authorizing various programs of federal financial assistance in this field, will expire, and Congress must enact legislation to extend and improve these programs. The Senate Subcommittee on Education has announced that it plans to hold extended hearings on all federal legislation affecting higher education. Particular attention will be given to vocational educational assistance, which will probably be increased to address the pervasive problem of many high school graduates lacking marketable skills.

Initial hearings on vocational education were held last September. As further Congressional work in this field gets underway next year, you will probably hear a new term used more frequently -- "Career Training."

Career training reflects an important change of view about the scope and responsibilities of vocational education. Career training means that education must now be treated as a unified whole; we cannot continue to fragment and compartmentalize efforts to train and educate young people.

Congress must take the lead in the whole question of making available adequate training facilities for students, both at the secondary and post-secondary levels.

Congress also must assure that career training institutions meet the highest standards of accreditation. Finally, Congress must emphasize that the planning and development of vocational education services effectively involves those who can benefit from these programs, in the decision-making process.

Minnesota has made highly commendable progress in providing secondary, post-secondary, and adult vocational education opportunities -- with almost 300,000 persons enrolled in 1973. We must continue to open these opportunities for handicapped and disadvantaged persons. And we must continue to refine and adapt vocational and technical training programs to meet actual job market requirements.

In short, our priority concern must be to meet the needs of people to pursue personally rewarding and socially useful careers.

This priority should also be reflected at the federal level in concrete form. This means that in fact, and as already mandated by Congress, there should be an assessment of the needs, interests, and abilities of persons in light of actual or anticipated job opportunities in various areas, before the scope and funding levels of federal programs of assistance are determined.

It has been well stated that "the growth and development of vocational education during the past half-century has resulted in bringing economic self-sufficiency to millions of people and has given this nation the greatest productive system known to man."

But it has also become sharply clear that the rapid growth of technology has greatly increased and expanded the demands for vocational, technical, and occupational education. Therefore, we must now take a comprehensive approach at the national level to plan, coordinate, and administer the various programs providing support for education and training of people for employment in all occupations not requiring a baccalaureate degree. We must pull together our nation's human resource development effort and utilize effectively our limited financial resources.

We stand at the threshold of providing vitally important educational opportunities for all our people. We must now move forward to guarantee to our citizens the right to meaningful and rewarding lifetime careers.

#

REMARKS BY SENATOR HUBERT H. HUMPHREY

DUNWOODY INSTITUTE ANNIVERSARY
DEDICATION OF DECKER AUDITORIUM-GYMNASIUM

MINNEAPOLIS, MINNESOTA

DECEMBER 14, 1974

Industrial
L DUNWOODY INSTITUTE IS A TRUE PIONEER IN THE VOCATIONAL

Dr Charles Prosser

EDUCATION MOVEMENT.

*60 yrs - Peace & War
Depression + Prosperity*

L THE HISTORY OF VOCATIONAL-TECHNICAL EDUCATION IN MINNESOTA

GOES BACK TO THE LAST QUARTER OF THE 19TH CENTURY, WHEN A SCHOOL

OF WOODWORKERS WAS STARTED IN ANOKA. BUT IN THE CONTEXT OF THE

VOCATIONAL EDUCATION SYSTEM THAT IS KNOWN IN MINNESOTA TODAY,

IT DATES BACK TO 1914 WHEN THE DUNWOODY INDUSTRIAL INSTITUTE

OPENED ITS DOORS TO STUDENTS.

L DUNWOODY HAS BEEN A STRONG AND IMPRESSIVE INFLUENCE ON

VOCATIONAL EDUCATION IN MINNESOTA, ~~SINCE IT~~ *was and is* ~~BECAME~~ THE FIRST

PRIVATE VOCATIONAL EDUCATIONAL ESTABLISHMENT IN OUR STATE.

AND I AM CERTAIN THAT DUNWOODY WILL CONTINUE TO DEVELOP SKILLED

MANPOWER FOR MINNESOTA AND THE MIDWEST.

Sets Standards! *Training center*

L OUR ECONOMY IS CURRENTLY EXPERIENCING A HIGH LEVEL OF

UNEMPLOYMENT, AND IT IS LIKELY TO GET WORSE BEFORE IT

GETS BETTER. THE VOCATIONAL EDUCATION MOVEMENT CAN MAKE A VITAL

CONTRIBUTION IN HELPING PEOPLE TO BE FULLY EQUIPPED TO MEET

MANPOWER NEEDS IN A CHANGING JOB MARKET.

L THE CRAFTSMAN APPRENTICE AT AGE 16, THE COMPUTER PROGRAMMER

AT AGE 30, AND THE NEWLY TRAINED PRACTICAL NURSE AT AGE 60

KNOW AT FIRST HAND THE CENTRAL ROLE THAT VOCATIONAL EDUCATION

IS PLAYING IN OUR EDUCATIONAL SYSTEM TODAY.

L HOWEVER, WE CANNOT REST ON OUR LAURELS! THE DEVELOPING

RECESSION, COUPLED WITH SOME PROFOUNDLY DISTURBING STATISTICS

ON THE FAILURE OF YOUTH TO COMPLETE THEIR EDUCATION, CAN MEAN

THAT INCREASING NUMBERS OF AMERICANS WILL BE LEFT OUTSIDE THE

JOB MARKET OR WILL BE ABLE TO CLIMB ONLY TO THE LOWEST RUNG OF
THE EMPLOYMENT LADDER.

L-- ABOUT 14.5 PER CENT OF AMERICAN YOUTHS BETWEEN THE AGES
OF 16 AND 24 ARE UNEMPLOYED -- IT IS REPORTED THAT HALF OF
ALL OUR WORKERS OUT OF A JOB TODAY ARE UNDER AGE 25.

L-- MORE THAN 750,000 HIGH SCHOOL AND COLLEGE STUDENTS DROP
OUT EACH YEAR, MOST OF THEM WITHOUT MARKETABLE SKILLS.

L-- IT IS ESTIMATED THAT 85 PER CENT OF TODAY'S FIFTH
GRADERS WILL NOT COMPLETE A FOUR-YEAR COLLEGE PROGRAM.

L-- MOREOVER, BY THE END OF THIS DECADE, EIGHT OUT OF TEN
JOBS IN AMERICA WILL NOT REQUIRE A COLLEGE DEGREE, BUT, JOB
SKILL REQUIREMENTS WILL CONTINUE, AND THEY WILL BE UNDERGOING
MANY CHANGES.

h IT IS HIGHLY SIGNIFICANT THAT THE UNEMPLOYMENT RATE AMONG
HIGH SCHOOL GRADUATES WITH OR WITHOUT SOME COLLEGE TRAINING IS
MORE THAN THREE TIMES AS HIGH AS THAT OF VOCATIONAL EDUCATION
GRADUATES. ^{Vo-Tech}

HOWEVER, RESEARCH STUDIES INDICATE THAT A MAJORITY
OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS ARE NOT AWARE OF
OCCUPATIONAL ALTERNATIVES WHICH WILL BE AVAILABLE TO THEM.

THE OBVIOUS CONCLUSION IS THAT DUNWOODY AND VOCATIONAL
EDUCATION HAVE THEIR WORK CUT OUT FOR THEM. THEY MUST REACH OUT
TO PEOPLE OF ALL AGES, ENCOURAGING THEM TO TAKE ADVANTAGE OF NEW
JOB OPPORTUNITIES. AND THEY MUST RESPOND EFFECTIVELY TO RAPID
CHANGES IN THE LABOR MARKET INFLUENCED BOTH BY OUR CURRENT
RECESSION AND BY RAPID TECHNOLOGICAL DEVELOPMENT.

h NEXT YEAR, THE VOCATIONAL EDUCATION ACT OF 1963, AS AMENDED
IN 1968, AUTHORIZING VARIOUS PROGRAMS OF FEDERAL FINANCIAL

ASSISTANCE IN THIS FIELD, WILL EXPIRE, AND CONGRESS MUST

ENACT LEGISLATION TO EXTEND AND IMPROVE THESE PROGRAMS, THE

SENATE SUBCOMMITTEE ON EDUCATION HAS ANNOUNCED THAT IT PLANS

TO HOLD EXTENDED HEARINGS ON ALL FEDERAL LEGISLATION AFFECTING

all areas of
HIGHER EDUCATION, PARTICULAR ATTENTION WILL BE GIVEN TO

VOCATIONAL EDUCATIONAL ASSISTANCE, WHICH WILL PROBABLY BE

INCREASED TO ADDRESS THE PERVASIVE PROBLEM OF MANY HIGH

SCHOOL GRADUATES LACKING MARKETABLE SKILLS.

h INITIAL HEARINGS ON VOCATIONAL EDUCATION WERE HELD LAST

SEPTEMBER. AS FURTHER CONGRESSIONAL WORK IN THIS FIELD GETS

UNDERWAY NEXT YEAR, YOU WILL PROBABLY HEAR A NEW TERM USED

MORE FREQUENTLY-- "CAREER TRAINING."

4 CAREER TRAINING REFLECTS AN IMPORTANT CHANGE OF VIEW

ABOUT THE SCOPE AND RESPONSIBILITIES OF VOCATIONAL EDUCATION.

2 CAREER TRAINING MEANS THAT EDUCATION MUST NOW BE TREATED AS A

UNIFIED WHOLE; WE CANNOT CONTINUE TO FRAGMENT AND COMPART-

MENTALIZE EFFORTS TO TRAIN AND EDUCATE YOUNG PEOPLE.

2 CONGRESS MUST TAKE THE LEAD IN THE WHOLE QUESTION OF
MAKING AVAILABLE ADEQUATE TRAINING FACILITIES FOR STUDENTS,

BOTH AT THE SECONDARY AND POST-SECONDARY LEVELS.

4 CONGRESS ALSO MUST ASSURE THAT CAREER TRAINING INSTITUTIONS
MEET THE HIGHEST STANDARDS OF ACCREDITATION

FINALLY, CONGRESS
MUST EMPHASIZE THAT THE PLANNING AND DEVELOPMENT OF VOCATIONAL

EDUCATION SERVICES EFFECTIVELY INVOLVES THOSE WHO CAN BENEFIT

FROM THESE PROGRAMS. *- and involve in the decision making process*

L MINNESOTA HAS MADE ~~HIGHLY~~ COMMENDABLE PROGRESS IN PROVIDING
SECONDARY, POST-SECONDARY, AND ADULT VOCATIONAL EDUCATION
OPPORTUNITIES -- WITH ALMOST 300,000 PERSONS ENROLLED IN 1973,

but

WE MUST CONTINUE TO OPEN THESE OPPORTUNITIES FOR HANDICAPPED
AND DISADVANTAGED PERSONS. AND WE MUST CONTINUE TO REFINE AND
ADAPT VOCATIONAL AND TECHNICAL TRAINING PROGRAMS TO MEET ACTUAL
JOB MARKET REQUIREMENTS. *(Somebody can help)*

L IN SHORT, OUR PRIORITY CONCERN MUST BE TO MEET THE NEEDS
OF PEOPLE TO PURSUE PERSONALLY REWARDING AND SOCIALLY USEFUL
CAREERS.

L THIS PRIORITY SHOULD ALSO BE REFLECTED AT THE FEDERAL LEVEL
IN CONCRETE FORM. THIS MEANS THAT IN FACT, AND AS ALREADY

MANDATED BY CONGRESS, THERE SHOULD BE AN ASSESSMENT OF THE
NEEDS, INTERESTS, AND ABILITIES OF PERSONS IN LIGHT OF ACTUAL
OR ANTICIPATED JOB OPPORTUNITIES IN VARIOUS AREAS, BEFORE THE
SCOPE AND FUNDING LEVELS OF FEDERAL PROGRAMS OF ASSISTANCE ARE
DETERMINED.

IT HAS BEEN WELL STATED THAT "THE GROWTH AND DEVELOPMENT OF
VOCATIONAL EDUCATION DURING THE PAST HALF-CENTURY HAS RESULTED
IN BRINGING ECONOMIC SELF-SUFFICIENCY TO MILLIONS OF PEOPLE AND
HAS GIVEN THIS NATION THE GREATEST PRODUCTIVE SYSTEM KNOWN TO
MAN."

Lah BUT IT HAS ~~AND~~ BECOME SHARPLY CLEAR THAT THE RAPID GROWTH
OF TECHNOLOGY HAS GREATLY INCREASED AND EXPANDED THE DEMANDS FOR
VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION.

THEREFORE, WE MUST NOW TAKE A COMPREHENSIVE APPROACH AT THE
^{state} NATIONAL LEVEL TO PLAN, COORDINATE, AND ADMINISTER THE VARIOUS
PROGRAMS PROVIDING SUPPORT FOR EDUCATION AND TRAINING OF PEOPLE
FOR EMPLOYMENT IN ALL OCCUPATIONS NOT REQUIRING A ^{college} ~~BACCALAUREATE~~
DEGREE. WE MUST PULL TOGETHER OUR NATION'S HUMAN RESOURCE
DEVELOPMENT EFFORT AND UTILIZE EFFECTIVELY OUR LIMITED FINANCIAL
RESOURCES.

WE STAND AT THE THRESHOLD OF PROVIDING VITALLY IMPORTANT
EDUCATIONAL OPPORTUNITIES FOR ALL OUR PEOPLE. WE MUST NOW
MOVE FORWARD TO GUARANTEE TO OUR CITIZENS THE RIGHT TO MEANINGFUL
AND REWARDING LIFETIME CAREERS.

#####



Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



www.mnhs.org