

E1900.6 / Ac 88 / 711

# ACTIVE news

## The Advisory Council For Technical-Vocational Education In Texas



Government Documents

Dorothy R. Robinson, Chairman Alton D. Ice, Executive Director  
Box 1886 Austin, Texas 78767 512/475-2046

DEC 29 1976

Dallas Public Library

Vol. VII, Number 11, November 1976

### Voc-ed, Academia Integration Urged

Voc-ed must be integrated with academic subjects, but it won't help if students don't have basic reading, writing and math skills, and if there are no jobs for them, Columbia University manpower expert Eli Ginzberg told an audience of 1,200 at the National Vocational Education Bicentennial Conference, held October 10-13 in Minneapolis.

Ginzberg said the schools must be "loosened up" to serve different age groups with a mixture of voc-ed and the liberal arts. But at the heart of the "horrendous number of unsolved problems" in the school-to-work connection is that "secondary school students leave without basic competencies" such as communicating, showing up to work on time and managing money, Ginzberg said.

Although he believes that "all education must have an occupational dimension, either explicit or implicit," Ginzberg said even the best school curriculum can't create jobs for young graduates. "It's no use beating the schools on the head because the labor market is soft."

Society will face serious consequences if youths don't soon find more opportunity in the labor market, he said.

To deal with the school-to-work gap, Ginzberg proposed a planned three-year transition period for students to acquaint them with the working world. Students could explore career options and get work experience as they neared graduation from high school, then move on to post-secondary education best suited to their needs, he said.

#### Youth Unemployment Blame

Also speaking at the conference was former Labor Secretary Willard Wirtz

who stressed that the schools will be blamed for high youth unemployment, but the problem is really that we don't understand the relationship between education and the world of work.

Wirtz went on to say that it became a common assumption several years ago that more schooling would lead to better jobs at higher pay. This notion has proved false as youth unemployment continues at record pace. What's needed now is a new youth opportunity program based on closer ties between the school and the workplace.

First, however, we need better ways to measure youth unemployment which is different from adult joblessness, Wirtz said. Once the problem is more clearly defined, new national machinery for a youth opportunity program must be set up.

Wirtz sees a network of local advisory boards as possibly the answer to smoothing the "abruptness" of the school-to-work transition.

#### Closer Ed/Work Ties

University of Houston Sociologist David Gottlieb told the national voc-ed conference audience that both career and vocational educators have been "naive and somewhat unfair" in their belief that better job information

(See GOTTLIEB page 3)



David Gottlieb  
"redesigning social systems"

### ACTIVE MOURNS FRANK ROBINSON DEATH



The ACTIVE was saddened by the October 13th death of Frank James Robinson, 74, of Palestine.

A native of Smith County, Robinson spent the major part of his professional career in vocational education.

Holding bachelor and master of science degrees from Prairie View College, Robinson had served as a county agricultural extension agent and a vocational agriculture teacher. He was a school superintendent upon his retirement from public education.

At the time of his death, he was identified with numerous civic, fraternal, and political organizations. He was a very active member of the Statewide Committee on Voter Registration. He had worked very astutely in this effort during the last month of his life.

As director of public relations for the East Texas Leadership Forum, he was concerned with reapportionment in several East Texas Counties.

A strong testimony to his dedication to vocational-technical education was seen in the support he always gave to his wife, Dorothy, who has been an ACTIVE member since its inception in 1969, and who has served as ACTIVE chairman for the past two years.

## Career Education Making Great Strides

The concept of career education has made great strides in a very short span of time in bringing about reform in American education, but we've truly only begun our work, renowned educator Sidney P. Marland told an audience of 8,000 at the National Career Education Conference, held November 7-10 in Houston.

Marland, president of the College Entrance Examination Board, noted that career education is responding to the public's demand for reform in America's education program toward more emphasis on relating work to education.

Career education was defined as "the totality of experiences through which one learns about and prepares to engage in work."

It was Marland who enunciated the concept of career education five short years ago while serving as U.S. Commissioner of Education.

In just five years, "60 percent of the school systems in America are making at least limited efforts toward establishing career education while declaring that the concept is rated as important or absolutely essential, according to the results of a congressionally mandated study completed in early 1976.

Marland cautions, however, that "only 3 percent of the 17,000 school districts nationwide are truly conducting a comprehensive career education program."

This lack of comprehensiveness showed up in a recent survey conducted by the Education Commission of the States which shows that twice as many 17-year old high school students aspire to professional careers as there are such job openings available.

The survey also reports that half of these high school students have difficulty in writing job applications or figuring a finance charge.

Marland said the survey shows that many students lack information to prepare for successful careers.

He cited several "imperatives" for the continued reform of education toward the concept of career educa-

tion. Among these were:

- more systematic teacher education in-service and pre-service, at all levels, to infuse traditional academic curriculum content with occupational realism.

- engagement of the community, together with business, labor, and industry in formulating and implementing new policies and procedures.

- counselors must be freed of their paper shuffling chores to engage deeply in the work of career counseling.

- methods of manpower forecasting must be greatly improved.

- movement from the experimental-demonstration mode to the operational-installation mode.

- must make clear again and again that career-ed is not vocational education although voc-ed is a vital component of the concept.

- must resolve the hindrances of obsolete laws and agreements that prevent young people from working.

- must document the success of career education and show the public that where career-ed has been systematically installed, the academic growth of young people, including those in college, improves dramatically.

Marland concluded his remarks by emphasizing that the reform of education will not happen unless it starts in the schools. He said, "no matter how willing business, industry, and labor may be to join hands with teachers, counselors, administrators, and boards of education, the schools must take the initiative."

### Terrell Reinforces Education Initiative

General Motors Corporation Vice Chairman Richard Terrell, another keynote speaker, reinforced the education initiative by saying that "while business and industry are demonstrating a desire to assist in improving education, we cannot force our way in."

Terrell emphasized that "we must guard against the common assumption that where education is concerned, only educators should do the planning.

In order to plan well, educators must have the clearest possible view of the working world for which their plans are being made."

He went on to say "if education really wants business involvement in its programs, then educators ought to expect business will want to participate in the planning and evaluation of those programs."

"One of the most significant steps that can be taken, therefore, to achieve the greatest collaboration on which the career education concept is based, is to bring more varied viewpoints into the planning of education."

### Bommarito Presents Labor Perspective

Labor leader Peter Bommarito, president of the United Rubber Workers of America, was somewhat critical of the education sector's efforts to solicit labor input.

Bommarito noted that "for too long 'community resources' has meant every resource except labor. Sometimes these attitudes are rationalized by labeling us 'anti-intellectual.' That is a myth, but a myth carefully nurtured by those who would rather label us than deal with us."

He went on to say that "it was organized labor that fought so hard in the last century to make first class, free public education available to all as a matter of right. Labor remains the most consistent and effective support for public funds for education."

Bommarito concluded his remarks by saying "we will continue to support quality education including career education so long as it is in tune with our vision of an America in which all children can truly become all that they are capable of becoming."

"We will support early awareness of careers and the world of work along with greater community involvement, but we will not support career choice's made too early which tend to be limiting and result in early termination of general education."

(See CAREER-ED page 4)

## No Longer A 'We and They' Syndrome in Dallas

"It is no longer a 'we and they' syndrome among the Dallas business community and the Dallas Independent School District. We are all working hand-in-hand to bring a quality education to all our young people."

Those were the words of Rene Martinez, executive director of the Dallas Chamber of Commerce's Career Education Advisory Board, as he reflected recently on the business community's time and money commitment to improving the district's public school system.

The Career Education Advisory Board, established in 1971, has been a major vehicle in bringing about a strong communication and coordination link between the schools and work community.

The advisory board has and continues to involve business and industry in the planning and maintenance of career cluster programs offered by the school district.

About 27 people from the work community serve on the advisory board. Each of the nearly 30 career clusters offered by the Dallas ISD also have advisory committees involving about 250 people from business and industry.

The advisory board is also directing efforts toward the involvement of business and industry in the placement of students on jobs and in providing paid and unpaid internships for students.

The Career Education Advisory Board, with some overlapping, is but one dimension of the school/business community relationship. Martinez noted that the business community "has provided individual participation and financial assistance for the Dallas Alliance and its Education Task Force."

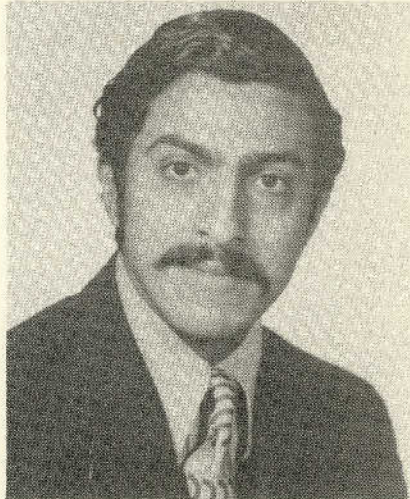
It is the Dallas Alliance, created and staffed by the Chamber of Commerce in 1975, that came up with the school desegregation plan for the Dallas School District that was approved earlier this year by the federal courts. The Alliance is comprised of citizens from the private sector of business, the

public sector of government, and the community at large.

One of the chief components of the desegregation plan developed by the Alliance as it relates to serving students in grades 9-12, is an expansion of the "magnet school" concept—students coming from throughout the school district to a central location for specific instruction.

The magnet concept was first started in Dallas in 1971 with the opening of the Skyline Career Development Center. Skyline is a comprehensive high school offering more than 25 career clusters with a capability of serving more than 4,000 students from throughout the school district.

With the time and financial support of the business community, four additional magnet schools began operation with the start of the 1976-77 school year. The four schools, each offering a different career cluster, are located in



Rene Martinez  
"no longer we and they"

(GOTTLIEB, continued from page 1)

and training in school will lead to more jobs for youth.

He said that more time must be devoted to redesigning entire social systems to foster ties between education and work.

Too much emphasis has been put on reorienting just the students and schools, Gottlieb said. Education, busi-

ness, government and labor must "put an end to the turf status warfare" and come up with new systems that recognize that work cannot be separated from other aspects of a person's life.

Schools must equip students with verbal, mathematics and organizational skills that are used not only on the job but in all other facets of living.

the downtown area. Some are located in facilities once used by the private business sector.

The four career clusters are business and management, transportation, the arts, and the health professions. These clusters were taken out of Skyline.

Each of the magnet schools has a task force committee comprised of people from the business community who have specific expertise in the subject area emphasized by the schools. People who serve on these task forces also assist in the recruitment of students.

Several thousand students from throughout the school district attend the four magnet schools voluntarily on a full-time or part-time basis.

In addition to the four new magnet schools, the Dallas School District continues its comprehensive career programs at existing high school sites as well as career clusters at Skyline.

The Dallas Chamber of Commerce and the business community are now working with the school district to develop at least three and possibly four additional magnet schools for the 1977-78 school year. Plans are also being formulated to interface the Magnet School Task Forces with the Career Education Advisory Board.

Martinez notes that "through the Chamber of Commerce, business has further committed itself to raise additional money for implementation of the magnet schools." He also emphasized that "the business community has pledged to conduct a management study of the school district and to support future DISD bond elections."

## Colleges Given Low Marks for Career Training

Fewer than five percent of college graduates of the mid-1960's feel their college education was sufficient training for their job, according to a College Placement Council (CPC) survey of 4,100 alums.

Breaking responses down by occupational category, the study shows no

more than five percent of any group was able to find and hold a job without further career preparation of some kind. Social workers topped the list as five percent said no training beyond college was necessary in their jobs.

The study, sponsored jointly by

CPC and the National Institute of Education, was conducted by Lewis Solmon, executive officer of the Higher Education Research Institute, and Ann Bisconti, a social psychologist. It's the first large-scale national survey designed specifically to find out directly from college graduates how useful their education has been for their careers, CPC says. The results are a decidedly mixed bag.

While 73 percent of the sample said the general knowledge gained from undergraduate study proved "very useful" in their careers, only 21 percent used the same words to describe the role of college training in the selection of occupational goals. Again, 69 percent of the graduates said their education had proved very useful in increasing their chances of finding a good job, but a mere 22 percent felt it had an equal effect on the development of leadership ability.

---

*Will Reece, editor.*

### (CAREER-ED CONFERENCE, continued from page 2)

#### **Aguirre Urges Firm Policy Positions**

After more than three days of numerous "how too" workshops and keynote speeches by an array of prominent speakers, U.S. Commissioner of Education Edward Aguirre closed the conference by urging that "national associations and organizations formulate firm policy positions on career education that include specific roles and functions for their members to carry out at the local level."

He concluded by saying "the partnership so vital to career education

will only succeed if the various sectors of society link together to form a career education chain."

#### **State Caucuses**

Each state was encouraged to hold a caucus prior to the end of the conference to formulate plans for carrying the career education torch out into the communities. At the Texas caucus, it was announced that a series of conferences will be held locally across Texas early next spring to foster a better understanding and a stronger commitment to career education. The conferences will be sponsored by the Texas Education Agency.

**The Advisory Council for Technical-  
Vocational Education in Texas  
P. O. Box 1886  
Austin, Texas 78767**