

Milwaukee: A Fair Deal

IT WAS a significant and important day in the life of Milwaukee when, in 1963, some of its citizens determined that more could be done to provide equal employment opportunity to members of all its groups.

The resulting Voluntary Milwaukee Equal Employment Opportunity Council determined that one of the best ways to bring about fuller employment on the basis of merit was to involve the total business community. Accordingly, the major corporations were invited to join. Today we have 180 member companies, employing more than 225,000 people.

We immediately recognized the importance of working with our public school system. We developed a cooperative training program with the Division of Curriculum and Instruction so that students from the inner core area could be enrolled in business-education classes while they were in their senior year in high school. These students supplement their classroom training by working part-time in stores and offices in our member companies. Students attend classes for approximately one-half of the school day and are employed in school-approved positions the other half-day.

At this time we have over 100 students participating in this cooperative training program, and all of them have a greater opportunity to understand the importance of advanced training.

We recognized that the high school guidance counselors in our central city needed to have a "new look" at the employment opportunities available, so we invited them and their principals to attend an orientation meeting at which a number of our personnel directors described the job opportunities that exist in their companies for minority workers. We made it clear to the guidance counselors that there was a new day in Milwaukee and we provided kits containing job availability information.

Later our personnel directors visited the high schools in the inner core area to counsel young people about job opportunities. We are also considering the development of summer courses for guidance counselors in one of our universities. Part of the training program would encompass field work in our local companies.

On the national level, we realize that 3,000,000 new young workers enter the American labor force each year, as compared to 2,000,000 a year in prior years. The estimates are that 26,000,000 new young workers will enter the work force during the 1960s. This is almost 40 per cent more than during the 1950s. The same percentages would apply to our community.

The aptitudes, skills and education of our young people must match the needs of a changing economy. The eight out

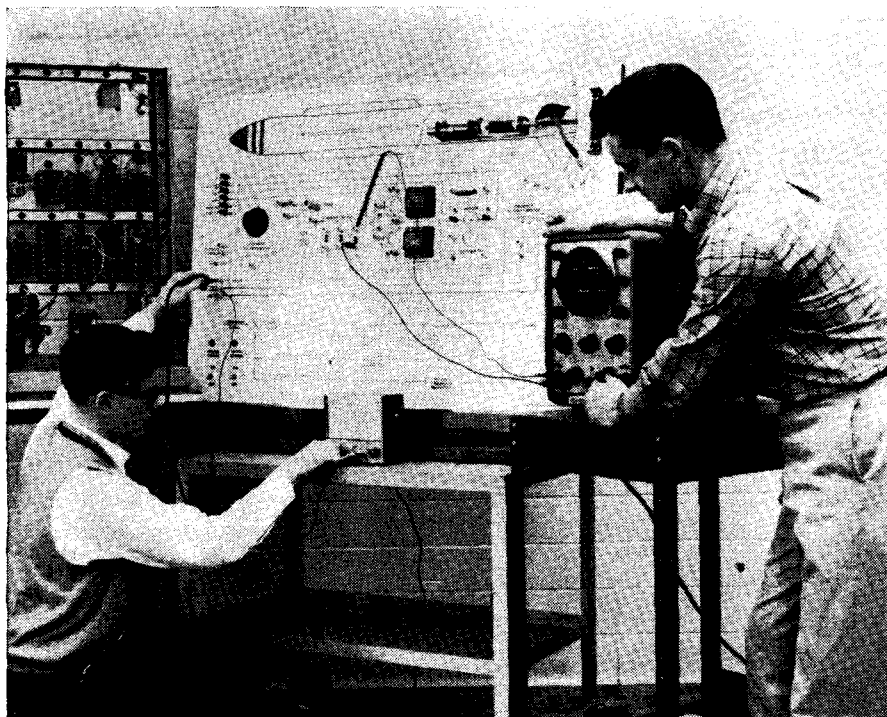
of ten who will not complete college must gain occupational competency in other ways. In our own community, our employers have found that they have a larger stake than ever before in our educational system. Like it or not, we must recognize that we will have to employ a larger proportion of young and inexperienced persons.

Fortunately, we have an excellent vocational school in our community, with which industry is very closely allied. Businessmen serve on forty-two advisory committees. They help develop the curriculum and make certain that the equipment used for training is compatible with what is used in modern factories. While our vocational school is the largest in the world, we feel that the true measure of its success stems from its curriculum and the fact that it is attuned to the needs of Milwaukee employers.

In Milwaukee we are currently reviewing the progress of programs that are under the Manpower Development and Training Act. We find that from August 1964 to January 1965 there were 840 young people enrolled in MDTA courses, but that only 420 completed their programs. Of the 840 who enrolled, only 302 found jobs. In other words, 500 who started a training program did not find a job. Any sense of motivation that these enrollees had may well have been lost as a result of this disastrous experience.

In Milwaukee, we recognize the importance of cooperation with our school system to seriously cut back the number of dropouts. We are currently developing plans so that every eighth-grade class in the inner core area will be visited by teams of successful graduates who at one time faced the difficulties that currently are frustrating and discouraging them. I believe, too, that our business leaders, using their skills as motivators of people, can develop programs that will help our young people better understand the importance of training and education.

In Milwaukee, some \$36,000,000 is earmarked for welfare. It is paradoxical that in a recent Sunday issue the *Milwaukee Journal* printed nine and a half solid pages of help-wanted ads. Many of these jobs do not require a college education or highly specialized skills. Our County Board of Supervisors is currently studying a resolution aimed at spurring Milwaukee business leaders to provide on-the-job training for present and potential relief recipients in such fields as sales work, food processing, and stock clerks. The members of our council hope to work closely with county officials to make certain that those who are on relief and who are able to accept employment are urged to make application for jobs so that they can become self-supporting. We will attempt to



Milwaukee students in a vocational school—an accent on education.

Future astronauts need a good send off now



All systems are "GO" when they power up on nutritious meals.

ACTIVE youngsters are in orbit every day and, like busy adults, they burn up a lot of fuel. Help your family get through each day A-OK by serving healthful, well-planned meals balanced with plenty of milk and other dairy foods.

Your children look to the example you set for a healthful diet. Basic food habits are usually established by the time children enter school, and these patterns for eating will be a very important factor in the measure of good health and happiness each individual achieves as a child, as a teen-ager and as an adult.

It sounds like an awesome responsibility, but it's really a very easy one to fulfill. There's nothing complicated about it when you follow the Daily Food Guide. The Guide suggests four basic food groups that provide a foundation for a balanced diet. The groups are: (1) Milk and Dairy Foods; (2) Meats, Fish, Poultry, Eggs; (3) Fruits and Vegetables; (4) Cereals and Breads.

The foods are grouped on the basis of the kinds of nutrients they supply,

and all the known nutrients are in the basic four food groups. Complete details are given in the Daily Food Guide. A free copy is yours for the asking. See offer below.

Milk and Other Dairy Foods

Milk is of primary importance in your family's daily diet because milk provides many essential nutrients. The Daily Food Guide suggests three to four glasses of milk daily for children and teen-agers, at least two glasses daily for adults (or equivalent amounts of milk in other dairy foods such as cheese and ice cream).

Milk is a very versatile food and can be used in many ways. For those family members who insist they do not like the taste of plain milk, it is easy to incorporate milk into cooking, or milk's flavor may quickly be changed by adding any of a wide variety of flavorings.

Time to set up your own Family Fitness Program

Well-balanced meals are just one of the essential elements in keeping your family fit and healthy. Your

family also needs adequate exercise and plenty of rest. You see, fitness means an ability to work with vigor and pleasure, without undue fatigue, with energy left for enjoying hobbies and recreational activities. To set up your own family fitness program, write to the President's Council on Physical Fitness, Room 1031, GAO Building, 441 G Street NW., Washington, D. C. 20203.

For your **FREE** copy of *Family Feeding For Fitness And Fun*, which includes a copy of the **DAILY FOOD GUIDE**, write to the Public Relations Department, American Dairy Association, 20 N. Wacker Drive, Chicago, Illinois 60606.



a message from dairy farmer members of

**american
dairy
association**

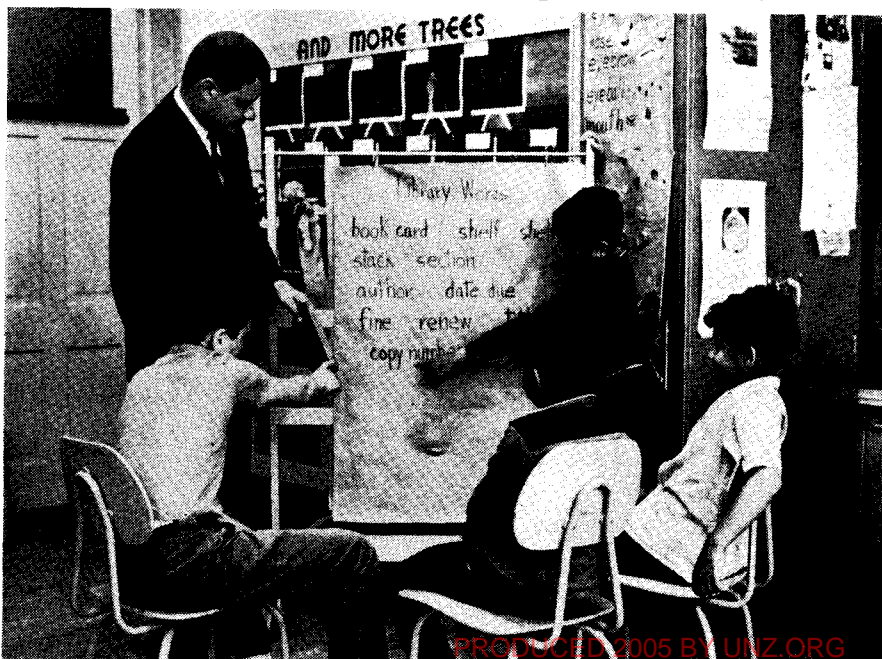


An Operation Head Start class in Milwaukee.



Students in a summertime enrichment program.

Children in an orientation center for migrants and transients.



place these people in jobs, but above all we must make certain that it is more interesting for people to work than to receive relief.

The Council is now developing a program with the Milwaukee Urban League to offer training and employment to those in the hard core of the unemployed. We found in the early days of the Council that while the president of a corporation might issue a clear statement to his employees setting forth company policies against employment discrimination, somewhere down the line certain biases had crept into our respective companies.

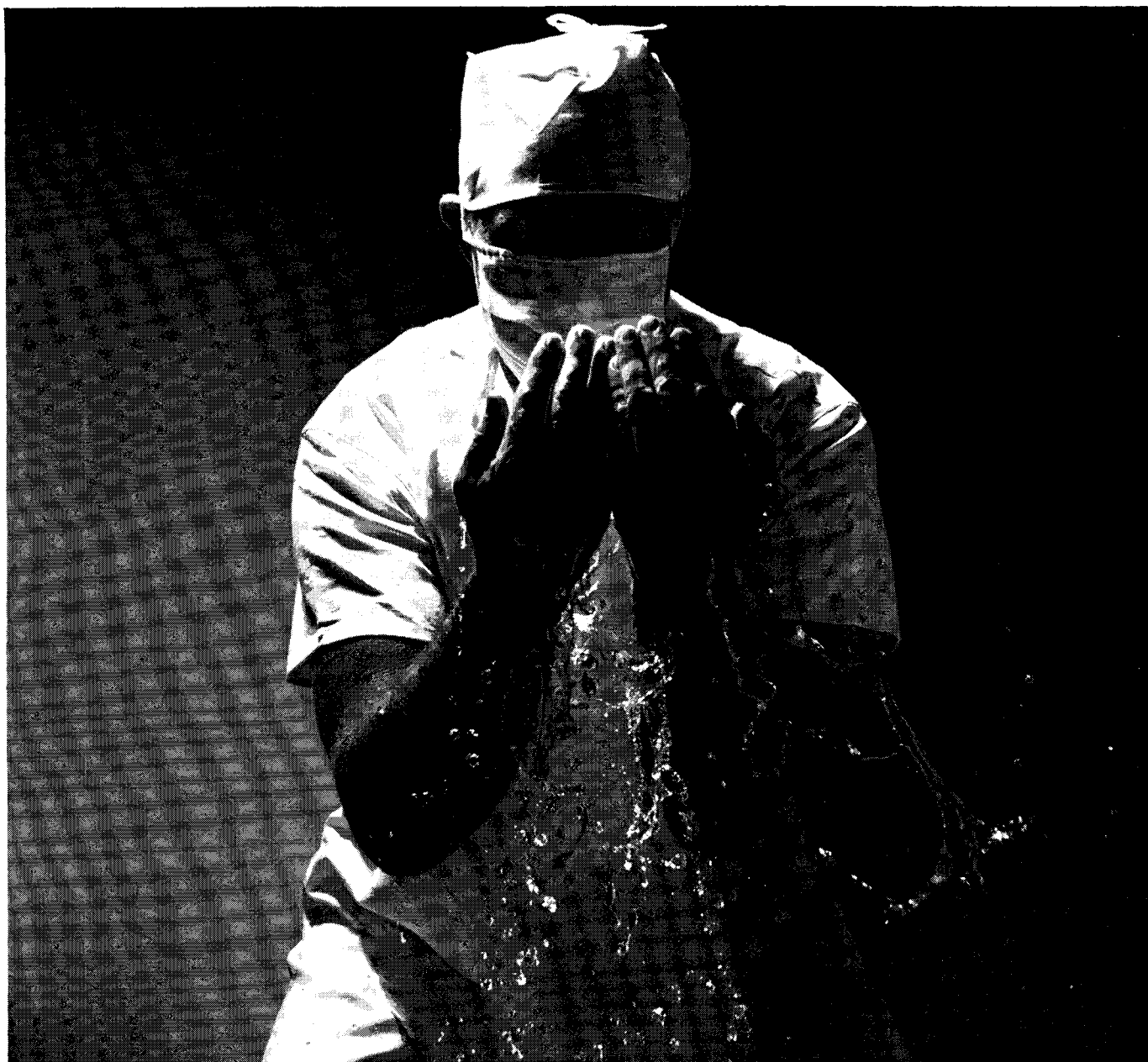
To correct this, we have conducted a number of seminars for personnel directors and supervisory staff. As a result, many stereotypes against minority groups have been removed. A better understanding of responsibilities and a clearer insight into the problems of adjustment resulting from the hiring of minority workers have evolved.

ONE of the most frustrating problems facing Council members is the shortage of qualified minority workers. We find that most well-qualified and highly skilled minority workers are already at work. It has been our policy in the Milwaukee Voluntary Equal Employment Opportunity Council to suggest to our members that we do not expect them to hire minority workers unless they are qualified. It would appear to me that we must now ask ourselves, "Can we maintain the same hiring standards for minority workers as we did in the past?" Can we do the complete job without in some way revising in part our employment qualifications?

The day of finding the skilled Negro, the distinctly qualified Negro, seems to have disappeared. Such people are at work now. Whitney Young, former director of the Urban League, has said, "We can't expect every Negro secretary to have the appearance of Lena Horne, or every accountant to be another Ralph Bunche." We need, in short, to hire average Negroes the same as we hire average whites.

Our Council believes that we cannot say that we are doing our share in offering equal employment merely by placing in our ads "Equal Opportunity Employer." Our employers are now aggressively seeking out minority applicants. Recruiters are going to the schools and colleges as well as to the Urban League to find minority workers to fill their job openings. Our companies have set up recruiting programs in our inner core area high schools. This is the best evidence to the Negro that training will pay off for him. He wants to see a job opportunity and not just a promise.

Because our personnel directors tell us that a number of Negro applicants



Would a surgeon scrub his hands in secondhand water?

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Because today not even the most careful surgeon can avoid it. The clean water that flows from any tap could already have done jobs that range from cooling a blast furnace to heating a baby's bottle.

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Learn how you can help industry and government in your area work towards sound, clean-water objectives—and perhaps how Calgon can help you. Write for “The Challenging Problems of Water,” Calgon Corporation, Dept. K, Calgon Center, Pittsburgh, Pennsylvania 15230.

Helping America answer the challenging problems of water



have not been accepted for employment as a result of the poor presentation that they made in an interview, we have developed a man-marketing clinic to assist the Negro applicant to present himself in the most favorable way. We also conduct weekly sessions in which minority workers can discuss job problems with one of our personnel directors who serve on a volunteer basis.

How well has the Council performed? Our effectiveness should, of course, be judged by placements and advancements of minority workers. We do not yet have any figures to show the numbers of whites and non-whites hired in Milwaukee, but the Wisconsin State Industrial Commission is currently making a study of the hirings of 3,000 companies.

Recently Richard Graham, one of the federal commissioners for the United States Equal Employment Opportunity Council, came to Milwaukee and studied our program. After consultations with

the leaders in the Negro community as well as with a number of business leaders, Mr. Graham issued a report saying that our Council appeared to be doing an outstanding job. And just recently the United States Equal Employment Opportunity Council convened a group of representatives from ten communities where employers councils have been established. The pattern of the Milwaukee Council appears, with some modification, to be the one that will be recommended to sixty major communities by the United States Equal Employment Opportunity Council.

I would, however, be less than honest if I failed to admit that we still have a long way to go. The opportunities for accomplishment in fair employment are broad and endless. As we expand our membership, we must make certain that the mere signing of a pledge by our employers is not thought of as an end in itself, for it is, of course, just the beginning.

—ELMER L. WINTER.

Milwaukee:

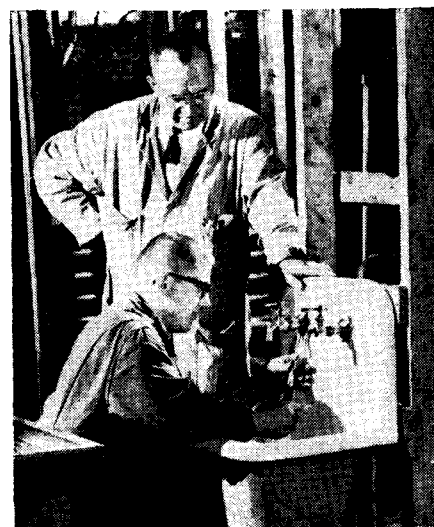
Education for Industry

IN RECENT years the value of education from an economic point of view has been receiving greater and greater attention. This is evidenced by such thoughtful publications as *The Economic Value of Education*, by Theodore W. Schultz; *Human Capital*, by Gary S. Becker; and the CED policy statement *Raising Low Incomes Through Improved Education*. Moreover, it is well known that top industrial executives consider good school systems a key factor in locating new plants. A recent article in the *Wall Street Journal* points out that some of the nation's largest companies have become so much aware of their key employees' concern about local schools that they go to great lengths to measure school quality before selecting new plant sites. As a result, the article concludes, communities that want to attract and hold industry are learning that

one important first step is to improve their schools.

For the last fifteen years I have served as Superintendent of Schools in Milwaukee, and I agree fully with this point of view. But to achieve equality of educational opportunity in any large city demands that a disproportionate share of the total school budget be expanded in areas of special need, and this unique problem of the large city, involving greater than normal costs, is not generally recognized in state formulas for school aid or in procedures for shared taxes at the state level. As a result these extra costs have, in most instances, been carried locally. This in turn, to a greater or lesser degree, has resulted in a reduction of the funds available for the rest of the school system. Only with the passage of recent educational legislation by Congress have federal funds been made available to expand present programs and develop new ones.

In Wisconsin, the vocational education program is separate from the regular public school system. The Milwaukee Vocational, Technical, and Adult School is a very large and important enterprise. It has its own board on which the superintendent of the public schools serves as an ex-officio member. It is supported by a separate tax, together with allocations of state and federal funds, and is part of a state system of vocational schools administered through the local boards and the State Board for Vocational, Technical and Adult Education.



Industrial arts in Milwaukee.

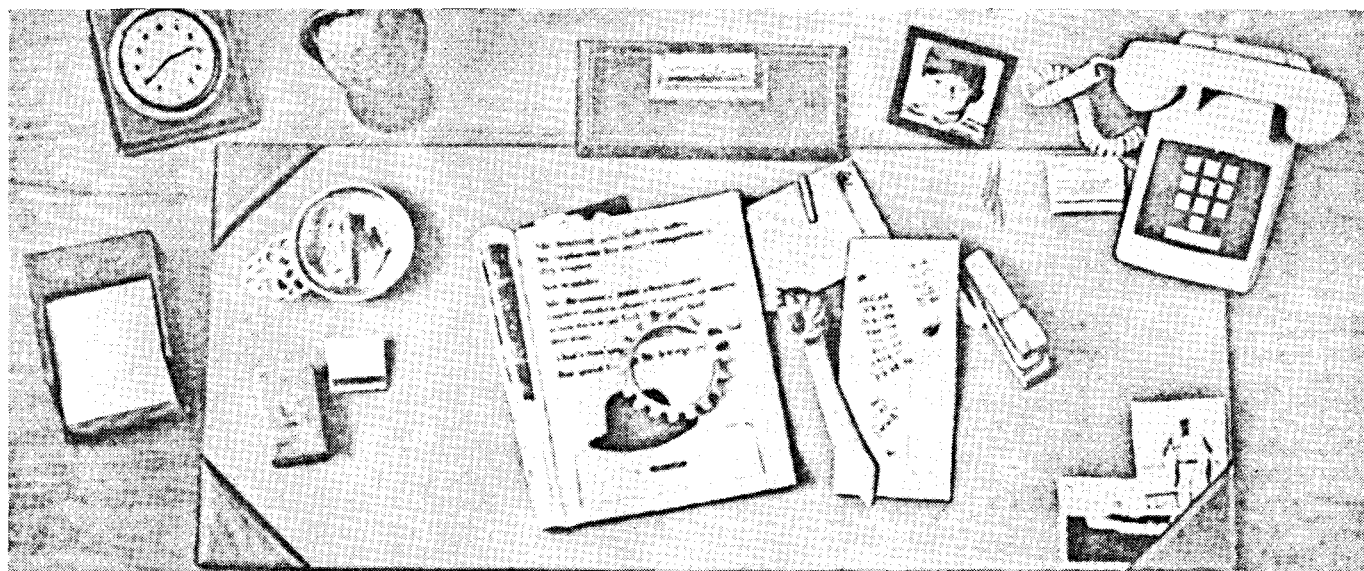
In all the Milwaukee junior high schools all boys are required to take at least one full year of industrial arts, and they may elect to take much more. Areas covered in this field include woodwork, electricity, metalwork, and mechanical drawing. This sequence is continued at the senior high school level, with the addition of machine drawing, architectural drawing, electronics and power, and transportation shop. In one of the comprehensive high schools, additional work is offered in construction shop, construction drawing, and graphic arts. As of the fall semester, the total enrollment in the industrial arts field was 14,000, or approximately 64 per cent of the boys enrolled in our secondary schools. Much the same pattern is followed for girls in home economics.

In addition to the industrial arts program, each of our senior high schools offers a complete program of business education. Current enrollment involves some 70 per cent of the girls of the tenth, eleventh, and twelfth grades. Boys are also enrolled. Specific areas involved include bookkeeping, business arithmetic, clerical practice, office practice, sales and marketing, business law, shorthand, stenography, and typewriting.

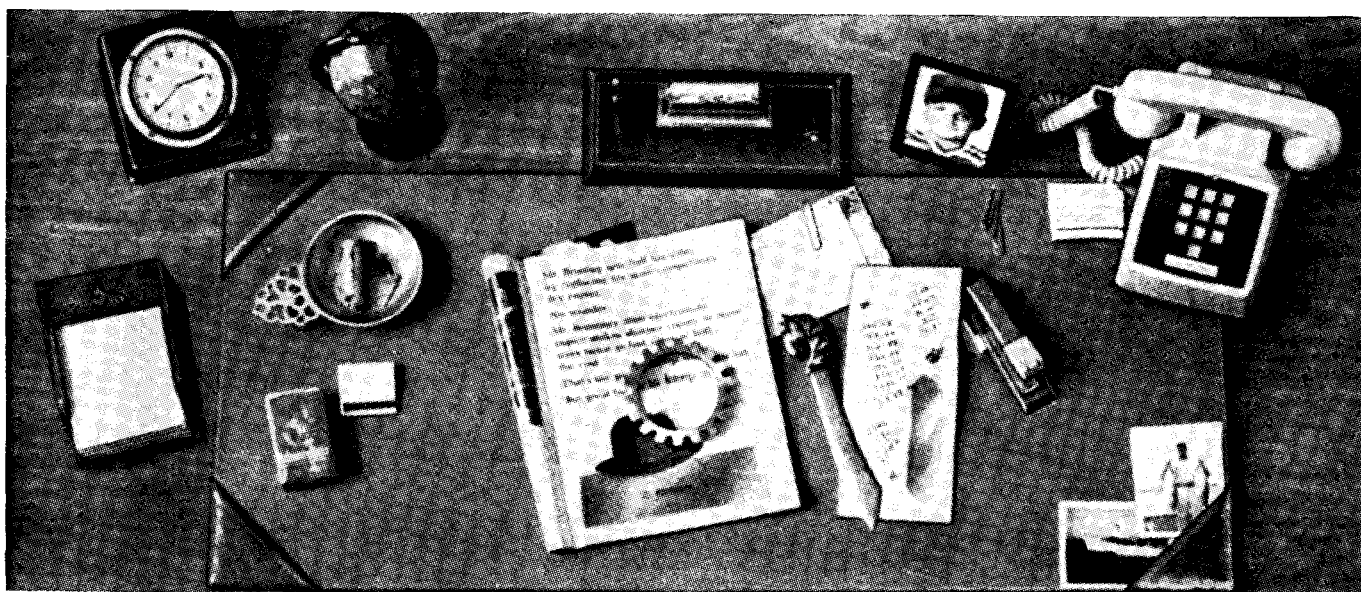
This year, for the first time, a portion of the funds available under the Vocational Education Act has been channeled to selected public high schools throughout the state. This has made it possible for the industrial arts and the business education programs in our schools to be expanded to include vocational courses. In five of our regular comprehensive high schools, we have been able to tool up to offer automobile engines, industrial drafting, welding, machine shop, and graphic arts as vocational subjects. In six of our regular comprehensive high schools we have added cooperative programs in office education and distributive education. These programs are for senior students, who spend half their time in school



Girls' business education class.



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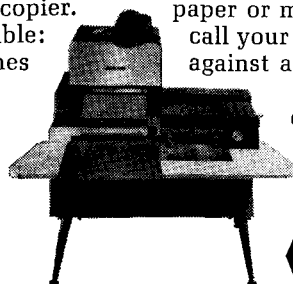
He's not content to give you copies often twice as fast at half the cost of his main competitor's copier. Nor to offer you the greatest flexibility available: Sharp, clean copies from check size up to 11 inches by 75 feet long.

Mr. Bruning also insists that his 2000 electrostatic copier produce superior copies as well. As he is often heard to ask, "Does it make

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and half in on-the-job training in co-operating offices and retail outlets in the community. With federal funds we have also tooled up in one high school to offer a course in data processing.

Along with the increase in vocational offerings at our regular high schools, there has been a substantial increase in the allocation of time for vocational counseling and for working with students and employers in the cooperative program. Since employers are directly concerned, every area of vocational instruction involves an advisory committee selected from those in the field. Industry and the trades have been extremely helpful in this respect, as well as in making it possible for many of our teachers in the vocational fields to improve their practical experience through summer employment.

I SHOULD also mention the Ford Technician Training Program as another example of the cooperation of the schools and industry in preparing students for working. This program is designed to provide additional training to high school boys who indicate an interest in automotive work. Participants are high school seniors who attend carefully organized three-hour classes two evenings a week for thirty-six weeks. Classes are held at the Ford Motor District Service School. The instructor, taken from our vocational staff, is given a special two-week course at the Ford Technical Service Laboratory in Detroit. Following graduation from high school and the training program, the boys are referred to local dealers for full-time employment.

The offerings at the high school level also include an occupational adjustment program for mentally retarded and emotionally disturbed pupils. This operates on a work-study basis and involves the public schools, the Jewish Vocational Service, the State Department of Rehabilitation, and selected employers. In the last two years successful placements have been made in fifty occupations.

One of the most interesting aspects of preparing for the world of work in the general high school is a cooperative

effort with the Milwaukee Voluntary Equal Employment Opportunity Council. During the 1964-65 school year representatives of the council met with all the guidance counselors of our high schools and explained their program of equal employment opportunity. For the current year representatives of the council were engaged to work directly with the counselors of ten of our secondary schools. Man marketing clinics were scheduled. The purpose of these clinics is to instruct and show by dramatic means how to present oneself for an interview, how to file an application, how to analyze one's job potential, and how to market one's talent in a more effective manner. It is expected that this program will grow rapidly in the years ahead.

The Milwaukee Boys' Trade and Technical High School has been in operation for some sixty years. Its student body, taken from all parts of the city, currently numbers 2,500. Of this number, 20 per cent are in the trade program and 80 per cent in the technical program. Approximately 20 per cent of the graduates go on to college, usually in engineering. Of the other 80 per cent who immediately start to work, most move into apprenticeship training programs either in the trades or in various industries. Others take post-high school technical training, either in specialized schools or on-the-job training. Others enter non-apprenticeship industries or semi-skilled employment.

The various kinds of instruction offered at the Boys' Trade and Technical High School include aeronautics, auto mechanics, architectural drafting, cabinet making and carpentry, industrial chemistry, commercial art, electricity and electronics, machine shop, pattern making, plumbing, and printing. Close relationship with industry is maintained through advisory committees for each of the areas. With the advice of such committees, other areas of instruction are being developed to meet current and anticipated needs.

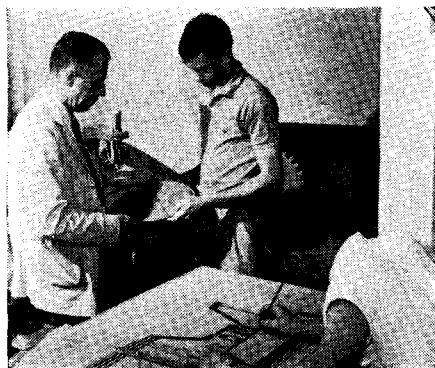
I referred earlier to the publicly supported Vocational, Technical, and Adult School. Since its organization in 1912, it has worked closely with the public schools, although it is organizationally separate. In a very unusual way it complements the public school system and gives to our city a superb educational resource including a two-year post-high school technical program leading to an associate in arts degree. The school includes five major divisions: the Adult School; the Continuation School; the Apprentice School; the Adult High School; and the Milwaukee Institute of Technology. This complex encompasses the post-high school and adult educational areas, embracing all aspects of work and the useful arts.

To accomplish its grand mission, the Milwaukee Vocational, Technical and Adult School has developed an active curriculum library of over 1,800 courses. Some of these courses may be completed in a few class sessions; others may require two years of hard study. In addition to individual courses, the school has grouped others into comprehensive curricula. Over 450 programs offer well-rounded educational experiences in such diverse specialties as accounting, photography, air conditioning, nursing, fluid power, restaurant and hotel cookery, telecasting, diesel engines, printing and publishing, and data processing.

The total full-time equivalent student population of the Vocational School has doubled in the last ten years. During the last year, the institution processed records for a cumulative total of over 37,000. To this number must be added nearly 32,000 more who attended eighty-six institutes, clinics, and short-term courses. In 1953 the Institute of Technology had fewer than 1,000 students. This year the enrollment has reached 9,000. Only a lack of space has kept the number from rising even higher.

Impetus toward greater educational equality has been provided by recent federal legislation that has brought the school into a more intimate relationship with local and governmental agencies concerned with broadening the educational base of the community to counter the effects of poverty and technological progress. Manpower Development and Training is one such program that has been operating in Milwaukee since July 1964 to train and retrain unemployed individuals so they can again become productive, contributing members of the community. As this program has developed, more emphasis is being placed on training the functional illiterate by offering basic education courses so they may more fully profit from vocational training. A typical Manpower Development Training short course in welding, established in cooperation with local industry, trained 100 welders. Of the 100 trained, 95 per cent were employed upon completion of the course.

In addition, special efforts and special programs are necessary in the schools serving city areas having a high incidence of socio-economic deprivation, high mobility, and high concentration of population. —HAROLD S. VINCENT.

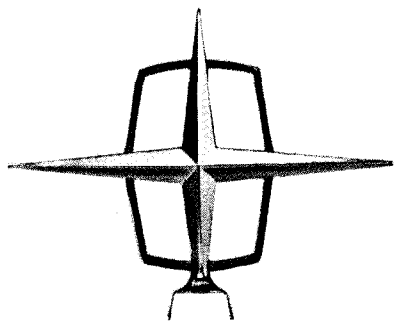


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We do this to serve our customers better, of course. But the people at General Electric have another good reason for wanting to help America solve its problems.

We live here, too.

Progress Is Our Most Important Product

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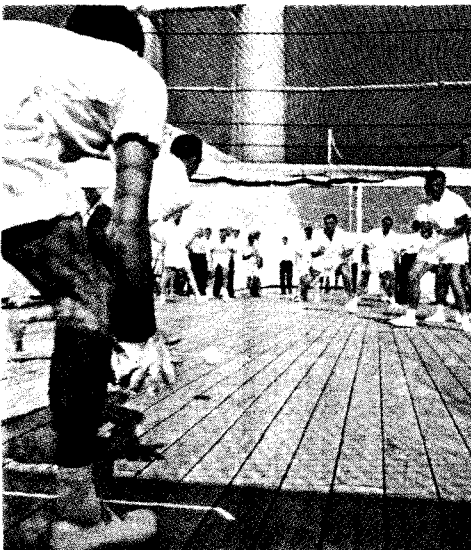
Author of The Cruel Sea

Nicholas Monsarrat
runs away to sea
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“Sailors, with their built-in sense of order, service, and discipline, should really be running the world.”



“One should never think of a sea-voyage as a way to get from A to B, rather as a perfect way to spend part of your life. It severs the link with all the trouble and doubt and dreary nagging of the shore.”
(Every P&O-Orient liner has at least five open decks for relaxing.)



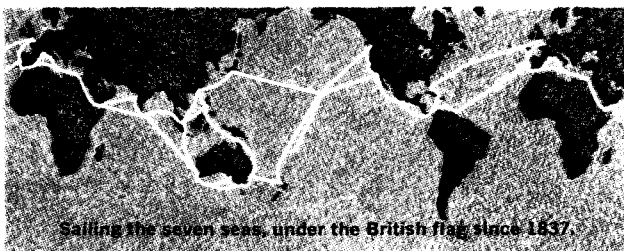
“The choice of activity was wide. You could play deck games, or swim. There was Canasta and movies and horse races. Time for gossip and wondering if people were really married.”
(You can do something different every hour of the day and night, if you like, on a great P&O-Orient liner.)



“We had been assigned a steward named Streetly; a benign, efficient, grey-haired man. It was clear that Streetly had been at this job a long time and still found it worth doing. Only the best lines make such men and hang on to them when made.”
(On P&O-Orient, there's a crewman for every two passengers!)



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KEEPING WATCH ON THE ECONOMY

By KARL SCHRIFTGIESSER

IN WASHINGTON next month a group of distinguished economists, politicians, statesmen, and just plain citizens will gather to celebrate the twentieth anniversary of the passage of the Employment Act of 1946. The average person, if he is aware of the existence of such a law, probably could not describe it. And yet this act is one of the most important single acts affecting the economic life of the nation ever enacted by Congress.

In February 1946, when President Truman signed the act, he said: "Occasionally, as we pore through the pages of history, we are struck by the fact that some incident, little noted at the time, profoundly affects the whole subsequent course of events. I venture the prediction that history someday will so record the enactment of the Employment Act of 1946."

Before President Truman affixed his signature, the President's role in the economic welfare of the United States had been assumed, but never quite spelled out. Now he was, for the first time, placed in charge of keeping the economic chart going up. It became his responsibility to tell the people each year where the economy had gone, where it was likely to go in the next twelve months, why it had done so, and what he, as the chief executive, proposed to do about improving the performance.

The Employment Act not only made mandatory the annual Economic Report of the President (which in recent years has developed into one of the most valuable of state papers) but it created two important bodies—one in the Executive branch and one in Congress: the Council of Economic Advisors, and the Joint Economic Committee of Congress.

Even more important is the dictate set forth in the act about the uses of governmental power in determining at all times whose is the responsibility of guarding the economic health of the nation. Thus this act has become, as A. A. Berle has said, a "basic provision in the constitutional law of the American economic republic."

After a long and bitter debate in Sen-

ate and House, Congress in its wisdom declared (and it has not changed a comma of this declaration in two decades) that it shall be "the continuing policy and responsibility of the federal government to use all practical means" to "coordinate and utilize all its plans, functions, and resources for the purpose of creating and maintaining, in a manner calculated to foster and promote free competitive enterprise and the general welfare, conditions under which there will be offered useful employment opportunities, including self-employment, for those able, willing, and seeking to work, and to promote maximum employment, production, and purchasing power."

This is a powerful mandate, giving great added responsibilities to the President who as chief executive of the political state, becomes under it also the directed administrator of the nation's economic welfare. While the act does not usurp Congress's final responsibility, it does demand that the President recommend to Congress such policies as he may deem necessary for the economic welfare of the nation. For the first time the President is given a powerful instrument for the formation of public policy to which the Congress must respond. How, in a democratic system such as ours, did Congress come to give such sweeping powers to the President?

To answer this one must go back to the economic chaos and confusion of the Great Depression and recall the vast army of unemployed that remained a blight on America—despite FDR, Lord Keynes, Congress, and private enterprise—until it was rescued by the vast productive efforts of World War II.

Even while the war was going on there were many citizens, in business, in government, in labor, who were determined that another disastrous depression should not come with the peace and that the responsibility for averting it was in the final analysis that of government. This, as historian Mario Einaudi has made clear, was part of the continuing Roosevelt Revolution. Across the country, there was a growing recognition that a great and to some people a frightening change in the very structure of our economic society had come about. The old economic myths that once had been verities had been shattered. Something had to be done about it.

In a brilliant lecture in 1954 John Kenneth Galbraith recalled that during this crucial period "two events might be singled out" to show the nature of this change. One was the "immediate widespread influence on professional economic thought" that was engendered by the publication in 1936 of John Maynard Keynes's unreadable but pervasive *General Theory of Employment, Inter-*



"I've decided to stop talking about it and to start doing something about it. I'm going to buy and sell all of them."

Karl Schriftgiesser is the author of *Business Comes of Age*, *Business and the American Government*, and many other books on business and politics.

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