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Education and Manpower in the Omaha SMSA

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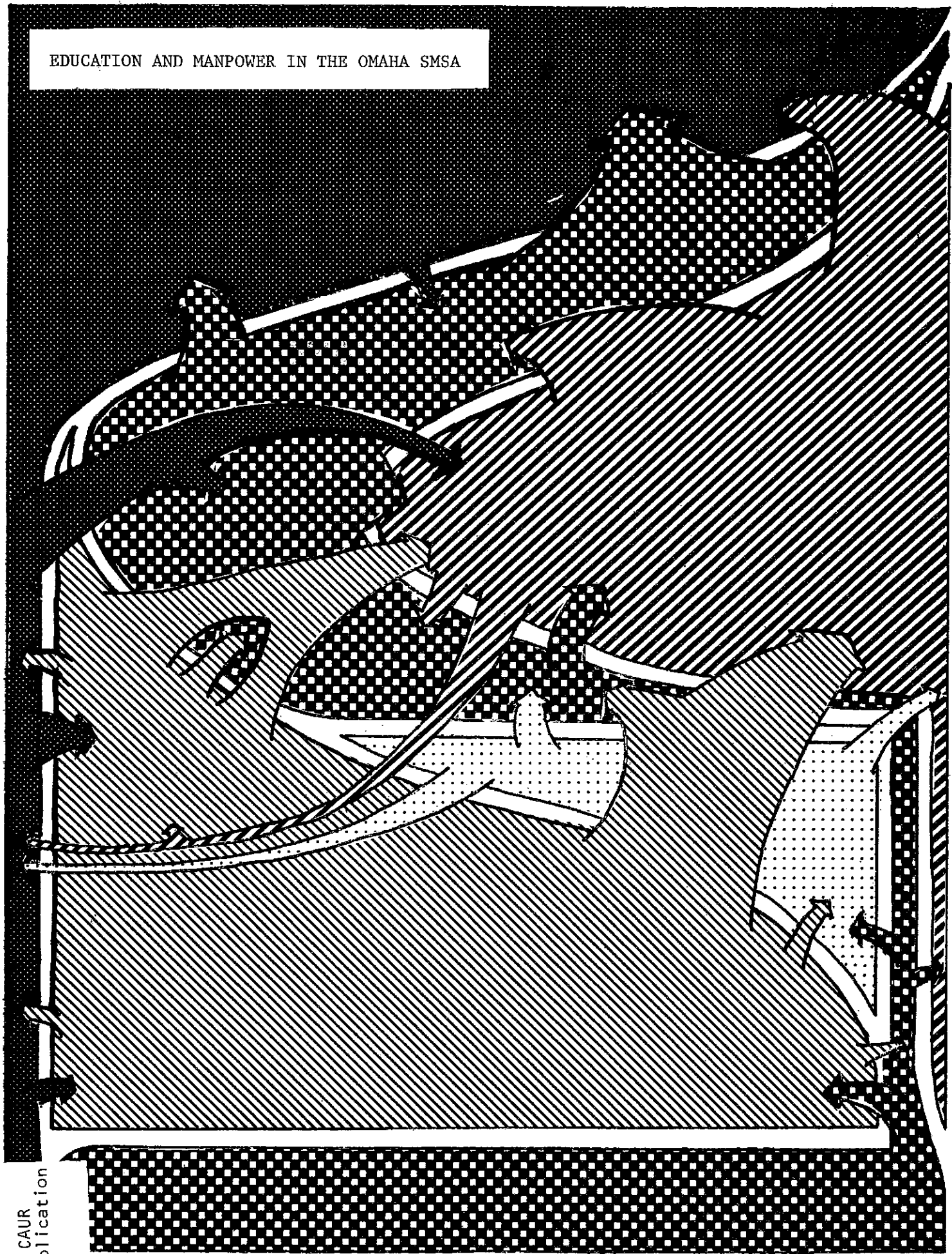


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EDUCATION AND MANPOWER IN THE OMAHA SMSA



POPULATION FLOW MODEL

NOT IN THE SYSTEM

deaths

deaths

retirement

business transfers

LABOR FORCE

NOT IN THE LABOR FORCE

college graduates

business transfers

VOCATIONAL

high school graduates

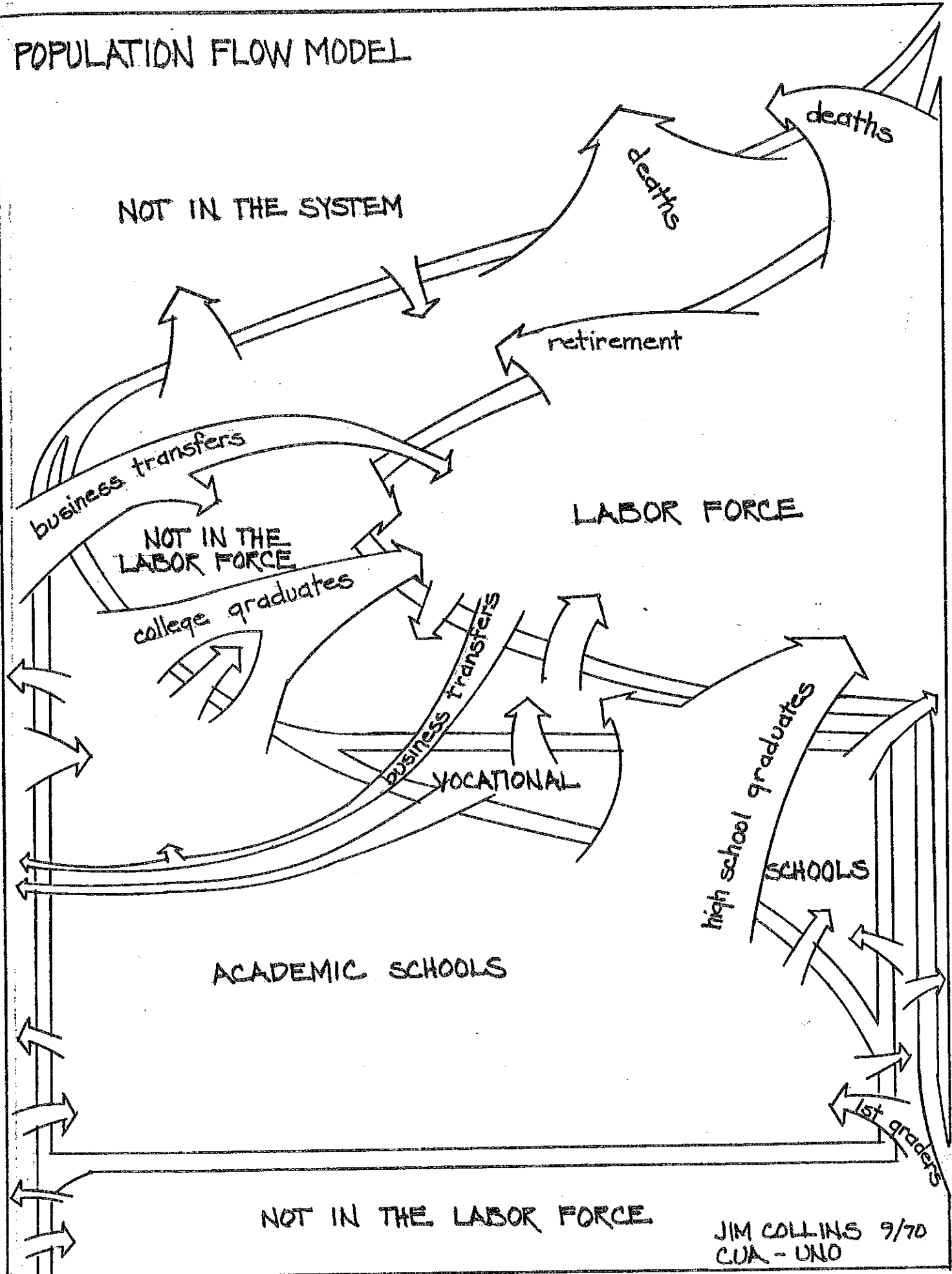
SCHOOLS

ACADEMIC SCHOOLS

1st graders

NOT IN THE LABOR FORCE

JIM COLLINS 9/70
CUA - UNO



EDUCATION AND MANPOWER
IN THE OMAHA SMSA

by

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with the assistance of

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Center for Urban Affairs

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April 1971

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ACKNOWLEDGEMENTS

Education and Manpower in the Omaha SMSA is not entirely an original study. In fact, for the most part it is a compilation of data collected by others.

As the Center for Urban Affairs has no authority to require data inputs from other persons and agencies, it must proceed on the assumption that statistics gathered by public agencies generally should be made available to the public. This, however, raises several questions that sometimes are hard to resolve. Does "making information public" also mean releasing background and "file" information developed for use in the preparation of published reports? What about unpublished information? Does it mean making public the methodology used by an agency to arrive at certain statistics? Will the information furnished be used to attack either the agency involved or the personnel in charge? Finally, there is the question of individual privacy, and the subsequent liability for the dissemination. For example, the total number of dropouts from high school because of pregnancy may be publicly stated, but noting that a particular high school had one such dropout in 1969, may inadvertantly identify a specific person. Should the latter statistic be treated as privileged information?

These are not imaginary problems one might encounter, but real problems the Center has encountered in collecting and compiling these data. It is a basic assumption of the Center for Urban Affairs that study and information-gathering will yield a better understanding of the problems of the metropolitan area, and perhaps, lead to their solutions.

Although the data-gathering process is important in understanding problems, it is imperative that the rights and needs of those who have furnished the data which make this and other reports possible be considered at all times.

The Center wishes especially to thank the Economic Development Council of the Omaha Chamber of Commerce for its grant, the main source of funding for this project.

Next a special thanks goes to those persons who were the contacts in the search for data. They are mentioned here in chronological order as the problems unfolded.

First Keith Carter and Warren Johnson of the Omaha Chamber of Commerce, outlined the education and manpower problem and the need for actual data in these areas. A rough draft copy of Brendon Doyle's Omaha Data Fact Book then was obtained. The Omaha Data Fact Book presented an overall picture of education in the Omaha SMSA, some ideas for format, and a first list of data sources.

Next Wes Wolfe of Creighton University was consulted and he acquainted the writer with the reports issued by "The Nebraska Association of Collegiate Registrars and Admissions Officers and the Nebraska Commission for the Higher Education Facilities Act of 1963." The Commission, directed by Ray Thompson, also was very helpful. It is proper to note that the higher education statistics compiled in this report were unavailable prior to the organization of this agency in 1965.

The data for Figures 8 and 9, "Post Graduation Plans and Salary Summaries," were obtained from Frank Hallgren, Student Placement Director at the University of Nebraska at Lincoln.

The labor and employment data were provided almost exclusively by Bryan Wilson, Chief Statistician for the Omaha Office of the Nebraska Department of Labor. Clifford Dale, Director of the Area Educational Data Center and Edwin Parrish, Assistant Superintendent of the Department of Vocational and Adult Education Services provided the statistics on secondary education. Written correspondence and telephone contact with every public and private high school office in the Omaha SMSA also were initiated by the CUA. Finally, data were collected from 61 junior and senior high schools, in an area covering 1533 square miles.

As no summarized information on vocational education or manpower training programs in the Omaha SMSA was available, the writer attempted to compile as much of this information as possible from direct correspondence and telephone calls. Response from some private vocational schools was far from complete, but response from the public programs was good.

Dick Brown, of the Mayor's Committee for Economic Development, deserves special thanks for assisting in the development of the format of Figure 15, "Agencies Involved in Vocational Education--Manpower Training in the Omaha SMSA".

The writer also acknowledges the efforts of Kathy Miller, Executive Secretary of Cooperative Area Manpower Planning System, and Jim Putnam of Greater Omaha Community Action. We cannot forget to acknowledge the advice

given the writer on manpower problems by Kelley Mudd, Leonard West, Joe Howze, and Lavert Taylor. Others who made some input to our view of the manpower program included Jerry Cook, Omaha Suburban Area Council of Schools; Robert Looft, Iowa Western Community College (not Western Iowa); Joseph Mosely and Joseph Bonaiuto, Neighborhood Youth Corps; Robert Zimmerman, Douglas County Social Services; Emmett Dennis, Opportunities Industrialization Center; and Vaal Hall, Mayor's Committee for Economic Development.

Finally, these acknowledgements notwithstanding, the CUA takes full responsibility for the contents of this compilation and especially for any errors of fact or judgment. The Center hopes the latter have been few and that the projections have been persuasively presented and adequately supported by data.

INTRODUCTION

This report is a compilation of statistics having to do with education and manpower in the Omaha Standard Metropolitan Statistical Area (SMSA). The SMSA consists of Douglas and Sarpy Counties in Nebraska and Pottawattamie County in Iowa. One might question the gathering of statistics using the SMSA as the base areal unit. Statistics for a more traditional political unit such as the City of Omaha are certainly easier to obtain, but for the purposes of this study there are two major reasons for using the SMSA.

First, the SMSA is the unit recognized by the U.S. Census Bureau as most meaningfully reflecting the idea of the "total urban area." Regardless of state or local political boundaries, it is perhaps most representative of what the entity called a "city" is. In terms of the local situation, people live in Omaha and work in Council Bluffs, and vice versa. Offutt Air Force Base has an economic and social impact on the City of Omaha even though it lies outside the city and county limits. In short, it is believed that the Omaha SMSA is a meaningful social and economic unit.

Second, new agencies such as the Metropolitan Area Planning Agency (MAPA) and the Cooperative Area Manpower Planning System (CAMPS) play an ever increasing role in the planning and direction of this metropolitan area. Significant also is the increasing role of Douglas County Data Processing Systems in centralizing data collection and retrieval for various public agencies in the Omaha SMSA. The

importance of the Omaha SMSA as a unit of government will continue to increase, in spite of the political boundaries that divide it.

In data-gathering activities, not only the scope of data-gathering, but also the fact that statistics must relate to some theoretical question needs to be considered, lest the statistics be reduced to trivia. This study then is an attempt to gather figures which will answer the following set of interrelated questions concerning education and manpower in the Omaha SMSA.

1. How many persons enter the labor market each year from our educational institutions?
2. What are their qualifications in terms of general educational attainment?
3. What is the potential number of employees in terms of college trained people or college graduates in the Nebraska area outside of the Omaha SMSA?
4. What information is available concerning the distribution of college graduates to jobs?
5. What are the manpower needs in the Omaha SMSA, projected to 1980, for people in all skill and education categories?
6. What are the statistical sources available for information on education and manpower in the Omaha SMSA?
7. What studies have been made relative to education and manpower locally, regionally, and nationally?
8. What organizations in the Omaha SMSA are involved with manpower training in the Omaha SMSA?
9. What is the general relationship between education and manpower information?

10. Where are the major deficiencies in information relating to this field?

This study, conducted by the Center for Urban Affairs, is intended to be the first of several studies relating to statistics in the Omaha SMSA. It is anticipated that each of these studies will be revised and updated periodically.

Even more important, perhaps, is the fact that the original surveys which serve as the basis for these studies become a part of the CUA Data Base. These files are available to the public (to the extent that access to data is not restricted to protect the rights of individuals).

For ease in reference, the following explanatory pages have been color coded to match the figures with which they correspond. For example, the blue pages of the explanation correspond to the figures printed on blue paper.

I. Nebraska Higher Education Institutions

The first section of this report (Figures 1-10) deals with Nebraska Higher Education Institutions. The information for these tables was made available through a study funded by the Nebraska Higher Education Facilities Act of 1963.

The term "higher education institutions" refers to those institutions which offer academic degrees, and thereby distinguishes them from institutions offering vocational certificates or degrees.⁽¹⁾ It should be noted that this definition does not allow value judgments to be made concerning the accomplishments and skills of the graduate of an academic school as opposed to the accomplishments and skills of the vocational school graduate.

There are six colleges and universities in the Omaha SMSA. They are the University of Nebraska at Omaha, University of Nebraska Medical Center, Creighton University, the College of Saint Mary, Bellevue College and Grace Bible Institute. In addition, Iowa Western Community College now offers a two-year associate degree in Arts and Sciences, along with instruction in vocational education.

According to 1968 statistics on undergraduate degrees, 28 percent of the degrees awarded in Nebraska were from schools in the Omaha SMSA. The University of Nebraska at Lincoln awarded 32 percent

(1) It is assumed in this report that registered nurse training in the Omaha SMSA is a combination of both vocational education and higher education. Since the trend in nursing is toward increased academic requirements as a prerequisite to RN certification, this group is included as part of higher education statistics. However, because of the use of this working definition there is some duplication.

of the undergraduate degrees given in the State, and the remaining 40 percent were from out-state schools.

The only available information regarding the actual employment of college graduates was obtained from the Student Placement Office of the University of Nebraska at Lincoln. The results of a survey taken by that office are shown in Figure 8, "Post Graduation Plans Summary--Year of 1969--By Degree Received" and Figure 9, "Post Graduation Salary Summary--Year of 1969--By Degree Received."

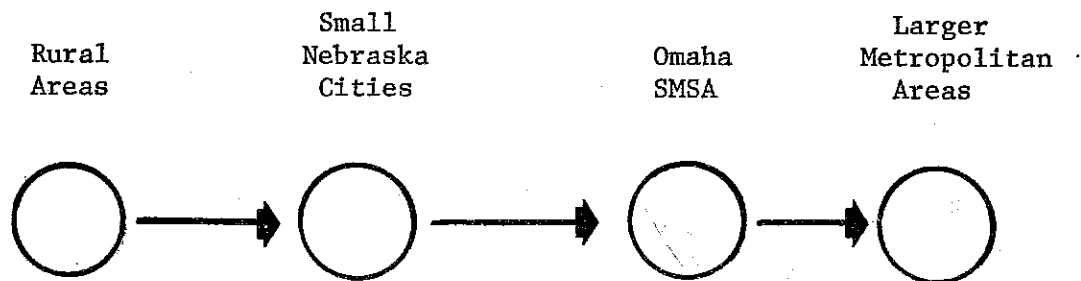
Several trends observed in these figures deserve special comment. First, the figures indicate a definite out-migration trend for almost every degree category. The immediate presumption might be that many university graduates are lost to Nebraska (even discounting those entering the military services). These figures, however, give no indication of the in-migration of college graduates to jobs in Nebraska. Therefore, it is not possible, given these figures, to determine the net migration of college students with regard to either the State of Nebraska or the Omaha SMSA.

Second, as illustrated by the salary statistics in Figure 9, there is a difference between the lower median starting salaries of those graduates remaining in Nebraska and those leaving, in nearly every degree category. Although median salaries do not reflect relative cost-of-living indices or the inconveniences which are a part of living in larger metropolitan areas, one might infer that higher salaries lead many students to jobs outside of Nebraska and that somewhat lower salaries in Nebraska might attract fewer graduates to jobs in the State. It is difficult to say what effect this would have specifically on

the Omaha SMSA, as it is the largest metropolitan area in Nebraska and has a higher salary scale than does Nebraska as a whole.

The model below indicates the migration trends of college graduates.

Nebraska College Migration Flow



The migration theory illustrated by the model is supported by literature on population movements as they are influenced by urbanization. Specifically, studies of migration trends in Nebraska and in the Omaha SMSA by Wyskstra (1968) and Danton (1967), respectively, support this theory.

Information regarding the actual transition of people from the role of student to that of employee is insufficient to give a complete picture of education and manpower. To complete the information we would also need data on those persons not entering the work force. Surveys of the plans of both graduates and dropouts would supply much of the needed information. Continuing studies of students at various intervals after graduation would give a more useful picture of migration trends, the relationships of education to employment, and possibly some notion

of the relative effectiveness of various forms of education. Statistical information on the transition of students into the work force from vocational and secondary schools also is needed. Some school systems are becoming aware of the value of surveys concerning graduate distribution and the outlook is toward more and better statistics.

II. Secondary Education

Three tables of information on secondary education are presented in this section of the report. Figure 11 gives the school district totals for both enrollments by grade and number of graduates in the public schools in the Omaha SMSA. Figure 12 gives similar information for private schools in the Omaha SMSA. Figure 13 lists the number of dropouts by grade and by reason for their dropping out.

One difficulty in gathering complete data on secondary schools resulted from the fact that the Omaha SMSA includes one county in Iowa, as well as two in Nebraska. All of the Nebraska public schools publish an "Annual Term Summary Report" containing much of the data needed in a uniform reporting form. As far as could be determined, however, the Iowa public schools and the private schools do not use a uniform reporting form. This presented a problem particularly in the compilation of dropout statistics. It was necessary to integrate the Iowa dropout figures into the matrix used by the Nebraska schools.

III. Professional Specialization, Vocational Education, Manpower Training

There is at present no provision in the Omaha SMSA for uniform reporting and dissemination of vocational school education statistics. Table 14 represents an effort by the Center for Urban Affairs to eliminate this deficiency.

Differences in lengths of the various educational programs presented a major problem in comparing enrollments and in determining the number of graduates per year. By necessity assumptions were made regarding the number of graduates per year using the program length as a guide.

With the guarantee that statistics would be presented only as "totals," rather than for individual schools, some of the private vocational schools were more willing to provide information. Some, however, were still reluctant, and as a result, Figure 14 is somewhat incomplete. It should be noted that the numbers in Figure 14 are based on full time students only in order to distinguish those in the educational system from those employed full time. At best such a distinction is arbitrary and some duplication is inevitable.

Figure 15, "Agencies Involved in Vocational Education--Manpower Training," gives an overview of manpower training efforts underway in the Omaha area.

IV. Manpower in the Omaha SMSA

In contrast to secondary and vocational education, a wealth of statistical information is available on manpower in the Omaha SMSA. The Nebraska Department of Labor uses the Omaha SMSA as a primary focal point for one of its monthly reports and has done so for over twenty years. In addition, the Department periodically conducts special studies and forecasts manpower requirements for this area.

Figure 16 involves three separate estimates of expanded manpower needs between 1970 and 1980.

Estimate No. 1 was derived from Leonard Lecht's study of national requirements in the 1970's (1968). Estimate No. 2 is based on extrapolations of the major industrial categories in the Omaha SMSA using employment figures from March 1951 to March 1970 as a base. Figures 21 through 32 are the supportive graphs for this extrapolation. As a further check a three-year survey made by Donald McCord of the Nebraska Department of Labor, Manpower Outlook Survey, (1969) was adjusted by multiplying his forecast by 3.33 to make it comparable to the other two ten-year projections. Estimate No. 2 was adopted as it provided a reasonable balance between the projections of the other two estimates. All three estimates are based upon certain assumptions explained in detail in Lecht's 1968 study, pp. 47-59, or in the Occupational Outlook Survey (1970), p. 11.

V. Relationship Between Education and Manpower in the
Omaha SMSA

The statistical tables on education and manpower are presented with the assumption that these two areas of human activity are parts of an integrated system. From the perspective of the individual, he goes to school for a third or a fourth of his life and then, hopefully, puts his acquired knowledge to use in a way which is meaningful both to himself and to his employer. From the standpoint of the employer, the job requirements of the position for which he is seeking new personnel are related to the educational level of the employee.

To understand what is going on, it is important to have an overall perspective of the process. The cover picture is more than artistic fantasy. It is a graphic representation of people moving from one "employment" category to another during their life spans. The categories are determined by their own motivations and by environmental influences. The sum total of these personal and environmental forces and constraints combine to form a pattern which is defined in this study as the education and manpower system.

One of the major questions raised in the introduction was, "What are the manpower needs in the Omaha SMSA, projected to 1980, for people in all skill and education categories?" Stated differently, the question reads: How can projected manpower needs be translated into meaningful categories which will relate to the output of educational institutions? Using the Department of Labor Occupational Outlook Handbook (1970) as

a guide for estimates, Figure 33 attempts to estimate minimum educational requirements in various job categories. If a comprehensive survey of employers in the Omaha SMSA were available outlining their minimum educational requirements for new employees a more accurate picture of the relationship of education to manpower would be possible.

It is known from national studies (Waldman, 1968) that the educational profile of those in the labor force shifts continually upward, that is toward percentages with higher educational attainments. This trend is a combination of three factors. First, larger percentages of people complete high school and college each successive year so that the "supply" side of the system is made up of prospective employees who are increasingly better educated. Second, the more industrialized the nation becomes, the more sophisticated many job requirements become, thus creating a need on the "demand" side for more skilled and better educated employees. Third, employers tend to reason that it is more advantageous to employ the graduate, the one who "stayed with it," rather than the one who "dropped out."⁽²⁾

The last figure, Figure 34, an Input-Output Model showing the relationship of education to manpower in the Omaha SMSA, indicates an answer to the question regarding the "source" of people to fill expansion and replacement needs of employment in the 1970's. The chart at least exposes the problems of the attempt to relate educational output to manpower requirements in a certain geographic area. Because of the many assumptions

(2) "Today an under-educated worker may be one who has not completed high school--that is, if we define the under-educated worker as one in the poorest competitive position in seeking more desirable jobs." Elizabeth Waldman, Educational Attainment of Workers, Special Labor Force Report No. 103, 1968, p. 14.

made to arrive at the numbers in the table, definite conclusions should not be drawn on the basis of the figures given. The main purpose of Figure 34 is the demonstration of the kind of accounting necessary to arrive at the relationship between education and manpower. The very complexity of the table indicates the complexity of the education/manpower relationship and should discourage hasty, overly-simplified generalizations.

Many conceptual problems were encountered in constructing Figure 34. The first problem originates directly from the fact that the statistics gathered here are cross-sectional, rather than longitudinal. For instance, direct comparisons cannot be made between the freshman and senior class to determine attrition rates in college due to the varying enrollments at different levels. If the statistics were longitudinal a cohort could be traced from the freshman year to the senior year, four years later. The problem has been handled in Figure 34 by using a "cohort factor." A cohort factor is an estimate of the differences in enrollments which must be taken into account due to the cross-sectional nature of the statistics.

The second problem concerns the definition of "those in the education system" as opposed to "those in the work force." Some people work full-time and also go to school full time. These people are therefore counted twice. Assumptions used in the compilation of these figures have helped to reduce this distortion but have not eliminated it. It has been assumed that part-time students are part of the work force rather than in the educational system. In Figure 34, students not assigned to any particular class (see Figure 2) have

been considered "not in the educational system." Part-time students at all educational levels have been considered "not in the educational system." Even with these assumptions it is likely that some duplication still exists.

A third consideration is that figures for expansion and replacement needs were derived from a ten-year projection; the "Net Available" figure, however, is a current figure. A projection of "Not Available" would certainly widen the gap between those seeking jobs and the number of jobs available, especially at higher education levels.

Keeping in mind these problems and also the general caveat that Figure 34 represents a simplified model of a very complicated flow of people from education to jobs, let us consider the actual numbers. First, it may be noted that there are more people coming out of the educational system at the post-graduate level than there are openings in the Omaha SMSA labor market. This is likely to be a true picture, even though there are actual shortages in many job categories demanding highly educated and highly skilled people. It should be remembered that much employment at this level is carried on in a national market rather than in a regional or local market. Second, at the lower end of the job requirement spectrum, there is an excess of openings for people with less than a high school education. In order to rectify this imbalance, two things can happen. First, those with higher educational prerequisites move down the scale to take jobs that do not, require their degree of training. Second, those unsatisfied with the job availabilities here move on to employment areas offering better opportunities. Since, in this geographic area, educational

output roughly equals job requirements, such emigration would create a labor shortage which would be filled by the immigration of prospective employees with lower levels of education and skills.

VI. Computer Program for Education and Manpower,
Cohort System

In an attempt to project population flow through several different categories of education and manpower the Center has developed a computerized method of projection based on a conceptual model of population flow.

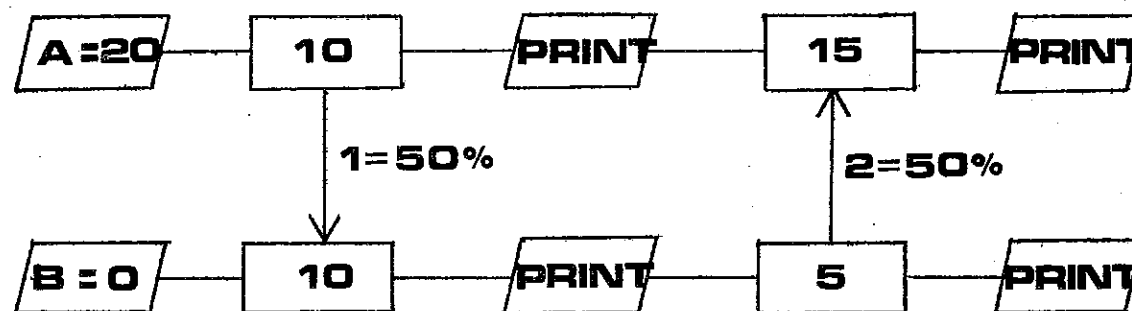
The basis for the model is the view of population flow as several associated continua. At various points along each continuum there are shifts of population in and out, such as the shift after high school graduation to the work force or to that category called "Those Not in the Work Force." However, a portion of the population will proceed along the "Academic Schools" continuum into college.

The model on the following page is a very simplified representation of the actual process. The computerized program more accurately approximates the actual system, but even it is limited. As the understanding of the system grows and the data available increase, the program can be revised. This task will not be easy. It will take many hours of work to establish a network of data-gathering on a continual basis, but a foundation has been established upon which to build an accurate system of projections.

The program operates on a system of percentages. There are twenty points (junctures) at which the population distribution is recalculated. At each point a percentage of a given continuum is subtracted and added to another continuum, according to a programmed pattern.

This pattern represents "reality" as closely as possible. For example, at age 18 a certain percentage of the population of the "Academic Schools" area is subtracted. A part of this percentage would be added to each of the following areas: Trade Schools, Work Force, Those Not in the Work Force, and Those Outside the System. At the same point percentages from each of the other categories are added to the enrollments of the Academic Schools if applicable. This is done for each of the categories, thus producing a new distribution of populations.

Thus, the input consists of initial population data and predetermined flow-percentages. As a limited example, let us consider two hypothetical continua A and B, with flow percentages 1 and 2.



The initial input is A=20, B=0, 1=50%, and 2=50%. At the first point of calculation 50% of A is subtracted and added to B and the new values of A=10 and B=10 are printed. At the second point of calculation 50% of B is subtracted and added to A and the new values of A=15 and B=5 are printed. This, in expanded form, is the basic logic of the program.

The possibilities for a program such as this are innumerable. It is possible, with better data, to break the categories into more specialized areas. The Work Force, for example, could be separated

into managerial and labor categories, which in turn could then be further subdivided, presenting a more detailed picture of the system. It is conceivable that the program could be made to generate its own percentages, reducing the input to population figures and such readily available information as mortality rates. One of the major drawbacks of the program now is the fact that it computes only the births for one year at a time, giving a piecemeal view of the population. Given enough data it could be made to compile the figures automatically and produce a total picture.

The compilation of statistics on education and manpower serves an important function. From these statistics one can obtain a rather complete picture of the SMSA at some point in the past. But it must be "in the past," even if only yesterday. Compilation in itself does not provide projections. To achieve their full use, statistics of this sort must be analyzed for indications of the future. This program is a method for such analysis. Any updating of this report will be useful, however, the returns from such efforts will be limited unless coupled with continued research into the area of projections. The computer program presented herein may provide the basis for the continuation of an efficient, accurate, and comprehensive projection method.

FIGURE 1

NEBRASKA HIGHER EDUCATION INSTITUTIONS
PRESENTLY OPERATING

INSTITUTION	LOCATION	ROAD DISTANCE FROM OMAHA	FOUNDED	AFFILIATION	HIGHEST DEGREE OFFERED	NCA (3)	STUDENT BODY	TOTAL FALL ENROLLMENT 1969(2)	TOTAL GRADUATED ALL DEGREES YR. END 6/30/68
<u>OMAHA SMSA</u>									
1 Univ. of Nebraska (Omaha)	Omaha	0	1908	Public	M.A.	Yes	Coed	12,120	1,602
2 Univ. of Nebraska (Medicine)	Omaha	0	1883	Public	M.D.	(1)	Coed	763	94
3 Creighton University	Omaha	0	1878	Private-Church	Prof.-Ph.D.-M.D.	Yes(1)	Coed	4,234	745
4 The College of Saint Mary	Omaha	0	1923	Private-Church	B.A.	Yes	Women	449	99
5 Bellevue College	Bellevue	0	1966	Private	B.A.	No	Coed	695	53
6 Grace Bible Institute	Omaha	0	1943	Private	B.A.	No	Coed	536	38
Omaha SMSA Subtotal	6							18,797	2,631
1 UNIV. of NEBRASKA (Lincoln)	Lincoln	57	1869	Public	Prof.-Ph.D.	Yes	Coed	19,618	3,051
<u>OTHER NEBRASKA</u>									
1 Chadron State College	Chadron	435	1911	Public	M.A.	Yes	Coed	2,332	381
2 Kearney State College	Kearney	184	1905	Public	M.A.	Yes	Coed	5,869	727
3 Wayne State College	Wayne	106	1891	Public	M.A.	Yes	Coed	3,006	433
4 Peru State College	Peru	66	1867	Public	B.S.	Yes	Coed	1,261	233
5 Fairbury Junior College	Fairbury	120	1941	Public	A.A.	No	Coed	427	N/A
6 McCook Junior College	McCook	292	1926	Public	A.A.	No	Coed	425	369
7 Northeastern Nebr. College	Norfolk	111	1928	Public	A.A.	No	Coed	668	141
8 North Platte Junior College	North Platte	279	1965	Public	A.A.	No	Coed	461	66
9 Nebraska Western College	Scottsbluff	456	1926	Public	A.A.	No	Coed	862	146
10 Platte College	Columbus	86	1968	Public	A.A.	No	Coed	438	N/A
11 York College	York	105	1956	Private-Church	A.A.	No	Coed	336	N/A
12 Doane College	Crete	82	1872	Private-Church	B.A.	Yes	Coed	754	88
13 Dana College	Blair	24	1899	Private-Church	B.A.	Yes	Coed	1,057	162
14 Nebr. Wesleyan University	Lincoln	57	1887	Private-Church	B.A.	Yes	Coed	1,311	157
15 Hastings College	Hastings	159	1882	Private-Church	B.A.	Yes	Coed	853	163
16 Concordia Teachers College	Seward	79	1905	Private-Church	B.A.	Yes	Coed	1,462	408
17 Midland Lutheran College	Fremont	38	1919	Private-Church	B.A.	Yes	Coed	765	176
18 Union College	Lincoln	57	1891	Private-Church	B.A.	Yes	Coed	954	141
19 The Hiram Scott College	Scottsbluff	456	1965	Private	B.A.	No	Coed	1,520	45
20 John F. Kennedy College	Wahoo	37	1965	Private	B.A.	No	Coed	691	12
21 John J. Pershing College	Beatrice	97	1966	Private	B.A.	No	Coed	521	3
22 Nebr. Christian College	Norfolk	111	1945	Private-Church	A.B.	No	Coed	157	N/A
23 Platte Valley Bible College	Scottsbluff	456	1951	Private-Church	B.S.L.	No	Coed	66	N/A
24 Cotner School of Religion	Lincoln	57	1946	Private-Church	Cert.	Yes	Coed	N/A	N/A
Other Nebraska Subtotal	24							26,196	3,851
TOTAL ALL 31 SCHOOLS	31							64,611	9,533

(1) Approved by the Council of Medical Education & Hospitals of the American Medical Association

(2) Both Part-time & Full-time and including Graduate & Undergraduate

(3) Northcentral Association Accreditation

Source: Fall Term 1969 Supplement Report of Higher Education Enrollment Statistics - The Nebraska Association of Collegiate Registrars and Admissions Officers and The Nebraska Commission for the Higher Education Facilities Act of 1963.

FIGURE 2

FALL TERM 1969
 UNDERGRADUATE HEAD COUNT ENROLLMENTS BY ACADEMIC LEVEL

INSTITUTION	FRESHMEN		SOPHOMORES		JUNIORS		SENIORS		UNCLASSIFIED		PART TIME AND FULL TIME TOTAL	2 YR. & 4 YR. GRADUATES YR. END JUNE 1968
	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME		
OMAHA SMSA												
1 Univ. of Nebraska (Omaha)	2,473	1,172	1,310	600	974	508	1,237	454	413	1,445	10,586	1,439
2 Univ. of Nebraska (Medicine)	-	-	-	-	-	-	-	-	-	-	0	-
3 Creighton University	694	10	647	19	676	21	511	62	4	261	2,905	469
4 The College of Saint Mary	110	22	78	7	79	17	89	33	2	12	449	99
5 Bellevue College	116	42	54	12	25	12	16	4	23	391	695	53
6 Grace Bible Institute	235	5	142	7	51	8	57	17	4	10	536	38
Omaha SMSA Subtotal	3,628	1,251	2,231	645	1,805	566	1,910	570	446	2,119	15,171	2,098
1 UNIV. of NEBRASKA (Lincoln)	5,061	299	3,381	170	3,537	177	2,510	254	73	503	15,965	2,088
OTHER NEBRASKA												
1 Chadron State College	668	38	484	30	438	53	393	34	0	0	2,138	315
2 Kearney State College	1,861	103	1,300	78	1,052	102	806	190	7	32	5,531	619
3 Wayne State College	956	43	768	27	368	59	534	116	0	0	2,871	399
4 Peru State College	439	17	258	15	211	37	212	47	6	19	1,261	233
5 Fairbury Junior College	252	0	160	0	-	-	-	-	15	0	427	N/A
6 McCook Junior College	204	2	187	0	-	-	-	-	32	0	425	369
7 Northeastern Nebr. College	287	133	210	34	-	-	-	-	0	4	668	141
8 North Platte Junior College	199	18	115	14	-	-	-	-	0	115	461	66
9 Nebraska Western College	393	184	227	58	-	-	-	-	0	0	862	146
10 Platte College	296	108	10	6	-	-	-	-	2	16	438	N/A
11 York College	189	14	124	9	-	-	-	-	0	0	336	N/A
12 Doane College	238	4	200	1	151	4	148	2	0	6	754	88
13 Dana College	343	22	204	16	170	54	163	66	8	11	1,057	162
14 Nebr. Wesleyan University	370	67	350	7	260	10	200	25	0	22	1,311	157
15 Hastings College	287	3	198	1	156	2	177	6	4	19	853	163
16 Concordia Teachers College	288	0	248	0	444	0	482	0	0	0	1,462	408
17 Midland Lutheran College	245	7	178	4	158	4	145	22	0	2	765	176
18 Union College	306	22	210	19	179	21	140	15	12	30	954	141
19 The Hiram Scott College	570	0	333	0	340	0	248	0	0	29	1,520	45
20 John F. Kennedy College	231	2	171	0	119	0	137	0	0	31	691	12
21 John J. Pershing College	146	28	79	0	129	0	139	0	0	0	521	3
22 Nebr. Christian College	51	4	64	0	24	0	11	0	0	3	157	N/A
23 Platte Valley Bible College	17	15	14	6	5	1	5	0	0	3	66	N/A
24 Cotner School of Religion	-	-	-	-	-	-	-	-	-	-	N/A	N/A
Other Nebraska Subtotal	8,836	834	6,092	325	4,204	347	3,940	523	86	342	25,529	3,643
TOTAL ALL 31 SCHOOLS	17,525	2,384	11,704	1,140	9,546	1,090	8,360	1,347	605	2,964	56,665	7,829
% Ratio of Class to total ⁽¹⁾	35 ¹ %		22 ⁷ %		18 ⁸ %		17 ¹ %		6 ³ %		100 ⁰ %	

(1) Example: Freshman Class $\frac{17,525 + 2384}{56,663} = 35^1\%$

Source: Fall Term 1969 Supplement Report of Higher Education Enrollment Statistics - The Nebraska Association of Collegiate Registrars and Admissions Officers and The Nebraska Commission for the Higher Education Facilities Act of 1963.

FIGURE 3

ASSOCIATE DEGREES CONFERRED FOR YEAR ENDING JUNE 30, 1968
TWO YEAR DEGREES

INSTITUTION	ASSOCIATE IN ARTS & OTHER	ASSOCIATE IN SCIENCE	ENGINEERING TECHNOLOGY OR OTHER TECHNICAL	HEALTH TECHNICAL	BUSINESS & RELATED	SECRETARY	EDUCATION	OTHER	TOTAL
OMAHA SMSA Univ. of Nebraska (Omaha)	11	4	39	-	-	-	-	13	67
Omaha SMSA Subtotal	11	4	39	-	-	-	-	13	67
UNIV. of NEBRASKA (Lincoln)	-	-	-	8	-	2	-	1	11
<u>OTHER NEBRASKA</u>									
Fairbury Junior College	-	-	-	-	-	-	-	-	*
McCook Junior College	127	-	151	4	29	-	32	26	369
Northeastern Nebr. College	116	-	-	-	-	25	-	-	141
North Platte Junior College	59	-	1	-	-	5	1	-	66
Nebraska Western College	74	-	7	2	16	4	42	1	146
Union College	-	-	3	-	-	-	-	-	3
Other Nebraska Subtotal	376	0	162	6	45	34	75	27	725
TOTAL ALL SCHOOLS	387	4	201	14	45	36	75	41	803

*Not Reporting

Source: Degree Offerings in Nebraska, 1968 - Nebraska Commission for the Higher Education Facilities Act of 1963

FIGURE 4

FOUR YEAR DEGREES CONFERRED IN NEBRASKA FOR YEAR ENDING JUNE 30, 1968 (1)

INSTITUTION	1 AGRI- CULTURE	2 ARCH. & ENGR.	3 BIOLOGICAL SCIENCES	4 NATURAL SCIENCE & MATH	5 SOCIAL SCIENCE	6 BUSINESS ADMIN.	7 EDUCATION	8 BACHELOR OF ARTS & RELATED	9 HEALTH	10 HOME ECON.	11 OTHER	TOTAL 4 YR. DEGREES
<u>OMAHA SMSA</u>												
Univ. of Nebraska (Omaha)	-	34	12	29	61	69	273	786	41	13	54 ⁽²⁾	1,372
Univ. of Nebraska (Medicine)	-	-	-	-	-	-	-	-	-	-	-	-
Creighton University	-	-	53	22	112	61	22	95	104	-	-	469
The College of Saint Mary	-	-	2	2	19	-	62	9	5	-	-	99
Bellevue College	-	-	-	-	24	29	-	-	-	-	-	53
Grace Bible Institute	-	-	-	-	-	-	-	-	-	-	38 ⁽³⁾	38
Omaha SMSA Subtotal		34	67	53	216	159	357	890	150	13	92	2,031
UNIV. of NEBRASKA (Lincoln)	105	227	105	110	273	305	568	269	69	43	3	2,077
<u>OTHER NEBRASKA</u>												
Chadron State College	-	-	28	29	28	36	163	28	3	-	-	315
Kearney State College	-	-	30	60	49	67	359	48	5	-	1	619
Wayne State College	-	-	9	32	32	33	244	49	-	-	-	399
Peru State College	-	-	5	23	24	15	159	7	-	-	-	233
Doane College	-	-	4	13	21	3	29	18	-	-	-	88
Dana College	-	-	17	5	43	24	48	21	4	-	-	162
Nebr. Wesleyan University	-	-	8	23	41	24	38	23	-	-	-	157
Hastings College	-	-	12	19	30	10	45	31	4	-	12	163
Concordia Teachers College	-	-	25	67	151	-	21	115	-	-	29 ⁽³⁾	408
Midland Lutheran College	-	-	5	19	58	29	10	55	-	-	-	176
Union College	-	-	7	18	21	22	25	3	15	8	19 ⁽³⁾	138
The Hiram Scott College	-	-	1	1	11	21	8	3	-	-	-	45
John F. Kennedy College	-	-	-	-	3	2	4	2	-	-	1	12
John J. Pershing College	-	-	-	1	1	1	-	-	-	-	-	3
Other Nebraska Subtotal	0	0	151	310	513	287	1,153	403	31	8	62	2,918
TOTAL ALL SCHOOLS	105	261	323	473	1,002	751	2,078	1,562	250	64	157	7,026

(1) See Figure 4a for a breakdown of each degree category into specific degrees offered.

(2)³ in Library, 51 in Law Enforcement

(3) Religion

Source: Degree Offerings in Nebraska, 1968 - Nebraska Commission for the Higher

Education Facilities Act of 1963

FIGURE 4a

FOUR-YEAR DEGREE CATEGORIES SUMMARIZED IN FIGURE 4

1. Agriculture
 1. Agriculture General
 2. Agronomy, Field Crops
 3. Animal Science
 4. Dairy Science
 5. Food Science
 6. Poultry Science
 7. Soil Science
 8. Mechanized Agriculture

2. Architecture & Engineering
 1. Architecture
 2. Engineering, Agricultural
 3. Engineering, Chemical & Petroleum
 4. Engineering, Civil & Transportation
 5. Engineering, Electrical
 6. Engineering, General
 7. Engineering, Industrial
 8. Engineering, Mechanical

3. Biological Sciences
 1. Premedical, Dental, Veterinary
 2. Biology, General
 3. Botany, General
 4. Zoology, General
 5. Bacteriology
 6. Entomology
 7. Plant Pathology

4. Natural Science and Math
 1. Geography
 2. Mathematics
 3. Physical Sciences, General
 4. Chemistry
 5. Physics
 6. Geology
 7. Physical Sciences, Unidentified
 8. Sciences, General Program

Source: Table III, Degree Fields Offered in Nebraska at the Bachelors', Masters' and Doctors' Levels Showing Number and Type of Offerees for the Year Ending June 30, 1968. The Nebraska Commission for Higher Education Facilities Act of 1963. (Only degrees which were conferred on offerees are shown in this table.)

Figure 4a (cont.)

5. Social Science

1. General Psychology
2. Educational Psychology
3. Social Sciences, General
4. Anthropology
5. Economics
6. History
7. Political Science, Government
8. Sociology
9. History & Political Science Combined
10. Agricultural Economics
11. Social Work

6. Business Administration

1. Business & Commerce, General
2. Accounting
3. Finance, Banking
4. Marketing (Retailing)
5. Real Estate, Insurance
6. Secretarial Studies
7. Trade & Industrial Training

7. Education

1. Physical Education
2. Education of Mentally Retarded
3. Speech, Hearing
4. Education, Exceptional Children
5. Education, Agricultural
6. Education, Art
7. Education, Business
8. Education, Home Economics
9. Education, Industrial Arts
10. Education, Music
11. Education, Elementary
12. Education, Physical--Non-Teaching
13. Education, Secondary

Figure 4a (cont.)

8. Bachelor of Arts & Related

1. English Literature & Creative Writing
2. Journalism
3. Fine Arts, General
4. Music, Sacred Music
5. Speech and Dramatic Arts
6. Latin, Classical Greek
7. French
8. Spanish
9. German
10. Russian
11. Philosophy

9. Health

1. Geography
2. Dental Hygiene
3. Medical Technology
4. Nursing
5. Pharmacy
6. Physical Therapy

10. Home Economics

1. Home Economics, General
2. Child Development, Family Relations
3. Clothing Textiles
4. Foods & Nutrition
5. Family Economics & Management

11. Other

1. Law
2. Library Science
3. Law Enforcement & Correction

FIGURE 5

MASTERS DEGREES CONFERRED IN NEBRASKA FOR YEAR ENDING JUNE 30, 1968

INSTITUTION	1 AGRI- CULTURE	2 ARCH. & ENGR.	3 BIOLOGICAL SCIENCES	4 NATURAL SCIENCE & MATH	5 SOCIAL SCIENCE	6 BUSINESS ADMIN.	7 EDUCATION	8 M.A. HUMANITIES	9 HEALTH	10 HOME ECON.	TOTAL
<u>OMAHA SMSA</u>											
Univ. of Nebraska (Omaha)	-	-	13	6	18	7	114	5	-	-	163
Univ. of Nebraska (Medicine)	-	-	-	-	-	-	-	-	-	-	-
Creighton University	-	-	8	8	13	12	57	15	2	-	115
The College of Saint Mary	-	-	-	-	-	-	-	-	-	-	-
Bellevue College	-	-	-	-	-	-	-	-	-	-	-
Grace Bible Institute	-	-	-	-	-	-	-	-	-	-	-
Omaha SMSA Subtotal	-	-	21	14	31	19	171	20	2	-	278
UNIV. of NEBRASKA (Lincoln)	28	47	28	42	98	29	257	103	11	14	657
<u>OTHER STATE OF NEBR. INSTIT.</u>											
Chadron State College	-	-	2	8	7	-	44	5	-	-	66
Kearney State College	-	-	-	9	4	-	80	15	-	-	108
Wayne State College	-	-	-	1	2	-	25	6	-	-	34
Peru State College	-	-	-	-	-	-	-	-	-	-	-
Outstate Subtotal	-	-	2	18	13	-	149	26	-	-	208
TOTAL ALL SCHOOLS	28	47	51	74	142	48	577	149	13	14	1,143

Source: Degree Offerings in Nebraska, 1968 - Nebraska Commission for the Higher Education Facilities Act of 1963

FIGURE 6

DOCTORATES AND FIRST PROFESSIONAL DEGREES CONFERRED
YEAR ENDING JUNE 30, 1968

TYPE OF DEGREE	INSTITUTION		
	OMAHA SMSA		NEBRASKA
	CREIGHTON UNIVERSITY	UNIVERSITY OF NEBRASKA (MEDICINE)	UNIVERSITY OF NEBRASKA (LINCOLN)
PH.D. IN			
1 Agriculture	-	-	5
2 Engineering	-	-	5
3 Biological Science	-	-	16
4 Natural Science or Math	-	-	26
5 Social Science	-	-	13
6 Business Administration	-	-	2
7 Education	-	-	76
8 Humanities	-	-	17
TOTAL Ph.D's	-	-	160
FIRST PROFESSIONAL			
1 Medicine (M.D.)	61	94	-
2 Dentistry (D.D.S.)	43	-	33
3 Pharmacy	-	-	40
4 Law (J.D.)	56	-	73
TOTAL FIRST PROFESSIONAL	160	94	146

Source: Degree Offerings in Nebraska, 1968 - Nebraska Commission for the
Higher Education Facilities Act of 1963.

FIGURE 7

TOTAL DEGREES CONFERRED BY YEARS OF HIGHER EDUCATION FOR YEAR ENDING June 30, 1968

INSTITUTION	2 YEAR DEGREE A.A.	4 YEAR DEGREE B.S./B.A.	MASTERS	PROFESSIONAL DEGREE	PH.D.	TOTAL
<u>OMAHA SMSA</u>						
Univ. of Nebraska (Omaha)	67	1,372	163	-	-	1,602
Univ. of Nebraska (Medicine)	-	-	-	94	-	94
Creighton University	-	469	115	161	-	745
The College of Saint Mary	-	99	-	-	-	99
Bellevue College	-	53	-	-	-	53
Grace Bible Institute	-	38	-	-	-	38
Omaha SMSA Subtotal	67	2,031	278	255	0	2,631
UNIV. of NEBRASKA (Lincoln)	11	2,077	657	146	160	3,051
<u>OTHER NEBRASKA</u>						
Chadron State College	-	315	66	-	-	381
Kearney State College	-	619	108	-	-	727
Wayne State College	-	399	34	-	-	433
Peru State College	-	233	-	-	-	233
McCook Junior College	369	-	-	-	-	369
Northeastern Nebr. College	141	-	-	-	-	141
North Platte Junior College	66	-	-	-	-	66
Nebraska Western College	146	-	-	-	-	146
Doane College	-	88	-	-	-	88
Dana College	-	162	-	-	-	162
Nebr. Wesleyan University	-	157	-	-	-	157
Hastings College	-	163	-	-	-	163
Concordia Teachers College	-	408	-	-	-	408
Midland Lutheran College	-	176	-	-	-	176
Union College	3	138	-	-	-	141
The Hiram Scott College	-	45	-	-	-	45
John F. Kennedy College	-	12	-	-	-	12
John J. Pershing College	-	3	-	-	-	3
Outstate Subtotal	725	2,918	208	-	-	3,851
TOTAL ALL SCHOOLS	803	7,026	1,143	401	160	9,533

Source: Degree Offerings in Nebraska, 1968 - Nebraska Commission for the Higher Education Facilities Act of 1963

FIGURE 8

POST GRADUATION PLANS SUMMARY -- YEAR OF 1969--
BY DEGREE RECEIVED - UNIVERSITY OF NEBRASKA AT LINCOLN

COLLEGE DEGREE	LINE TOTAL	TO GRADUATE SCHOOL			TO ARMED FORCES	EMPLOYED			SELF EMPLOYED	DO NOT PLAN TO SEEK EMP.	SEEKING EMP.	NO INFO.
		U. OF N.	OTHER	SUBTOTAL		IN NEBR.	OUTSIDE NEBRASKA	SUBTOTAL				
1 Agriculture-	369	26	15	41	61	106	32	138	23	12	85	9
BS-Agric.	214	20	10	30	60	45	19	64	23	6	27	4
BS-Home Econ.	155	6	5	11	1	61	13	74	0	6	58	5
2 Arts & Science-	572	134	73	207	76	56	42	98	1	16	145	29
B.-Arts	409	77	50	127	50	41	34	75	1	12	124	20
B.-Fine Arts	17	3	1	4	1	1	1	2	0	0	7	3
B.-Science	146	54	22	76	25	14	7	21	0	4	14	6
3 Business Administration	384	46	18	64	89	65	73	138	3	4	68	18
4 Dentistry-	51	2	0	2	19	12	5	17	11	0	1	1
B.S.-Dental Hygiene	14	1	0	1	0	11	2	13	0	0	0	0
D.D.S.-Dental Surgery	37	1	0	1	19	1	3	4	11	0	1	1
5 Engineering & Architecture	275	21	7	28	51	40	127	167	1	1	21	6
B.S.-Agric. Engineering	7	0	0	0	3	1	2	3	1	0	0	0
B.-Architecture	44	1	1	2	11	11	10	21	0	0	10	0
B.S.-Chem. Engineering	32	1	1	2	3	4	18	22	0	0	4	1
B.S.-Civ. Engineering	45	8	0	8	5	5	26	31	0	0	1	0
B.S.-Const. Science	7	0	0	0	1	4	2	6	0	0	0	0
B.S.-Elec. Engineering	94	8	3	11	14	10	52	62	0	1	2	4
B.S.-Mech. Engineering	46	3	2	5	14	5	17	22	0	0	4	1
6 Graduate College M.A. & Ph.D.	812	65	46	111	19	271	194	465	8	19	84	106
M.-Architecture	3	0	0	0	0	1	1	2	0	0	1	0
M.-Arts	189	32	16	48	6	45	26	71	0	5	29	30
M.-Bus. Administration	13	0	0	0	1	8	2	10	0	0	2	0
M.-Education	183	6	1	7	1	116	29	145	0	5	11	14
M.-Fine Arts	6	0	0	0	0	0	1	1	2	1	2	0
M.-Music	17	0	2	2	0	8	3	11	0	2	1	1
M.-Phys. Education	2	0	0	0	0	1	1	2	0	0	0	0
M.-Psychiatric Nurse	2	0	0	0	0	2	0	2	0	0	0	0
M.-Psych. Occup. Therapy	4	0	1	1	0	1	1	2	0	0	1	0
M.-Science	183	26	20	46	10	40	34	74	6	3	18	26
M.-Secondary Teaching	4	0	1	1	0	0	2	2	0	0	1	0
M.-Social Work	36	0	0	0	0	11	14	25	0	2	5	4
Doctor of Philosophy	118	1	5	6	1	19	57	76	0	1	10	24
Doctor of Education	52	0	0	0	0	19	23	42	0	0	3	7
7 Law College Juris Doctor	83	2	2	4	21	19	20	39	1	0	15	3
8 Medicine College B.S.-Nursing	2	0	0	0	0	1	0	1	0	0	1	0
9 Pharmacy College	58	3	1	4	1	24	20	44	1	1	6	1
TOTAL ALL DEGREES	2,606	299	162	461	337	594	513	1,107	49	53	426	173

Source: Placement Office, University of Nebraska at Lincoln
Questionnaire Survey Taken June 1969

FIGURE 9

POST GRADUATION SALARY SUMMARY - YEAR OF 1969
BY DEGREE RECEIVED - UNIVERSITY OF NEBRASKA AT LINCOLN

DEGREE RECEIVED	EMPLOYED IN NEBRASKA			EMPLOYED OUTSIDE NEBRASKA			TOTAL			
	MO. \$ AVERAGE	MO. \$ MEDIAN	NO. IN SURVEY	MO. \$ AVERAGE	MO. \$ MEDIAN	NO. IN SURVEY	MO. \$ AVERAGE	MO. \$ MEDIAN	NO. IN SURVEY	NO. EMPLOYED
1 B.S.-Agriculture	574	600	41	711	710	13	607	622	54	64
B.S.-Home Econ.	522	530	52	553	555	10	527	533	62	74
2 B.-Arts	604	540	33	651	635	24	623	600	57	75
B.-Fine Arts	400	400	1	400	400	1	400	400	2	2
B.-Science	532	529	10	782	765	7	635	591	17	21
3 B.-Bus. Adm.	672	668	54	708	712	64	692	700	118	138
4 B.S.-Dental Hygiene	564	575	8	600	600	2	572	575	10	13
Doctor of Dental Surgery	950	950	1	645	645	1	747	650	2	4
5 B.S.-Agric. Engineering	850	850	1	849	849	2	849	850	3	3
B.-Architecture	703	700	8	759	750	8	731	750	16	21
B.S.-Chem. Engineering	831	838	4	841	855	16	839	850	20	22
B.S.-Civ. Engineering	778	780	5	816	806	24	809	800	29	31
B.S.-Const. Science	694	667	3	750	750	2	716	750	5	6
B.S.-Elec. Engineering	834	875	9	835	840	45	835	840	54	62
B.S.-Mech. Engineering	811	811	4	828	830	17	825	830	21	22
6 <u>GRADUATE COLLEGE</u>										
All Masters	727	696	156	810	771	84	756	725	240	-
All Doctors	1,055	1,058	30	1,068	1,033	64	1,064	1,050	94	-
M.-Architecture	675	675	1	820	820	1	747	747	2	2
M.-Arts	711	683	31	815	750	19	751	711	50	71
M.-Bus. Administration	926	1,000	5	950	950	2	947	1,000	7	10
M.-Education	706	684	70	745	733	21	715	692	91	145
M.-Fine Arts	-	-	-	615	615	1	615	615	1	1
M.-Music	696	700	5	875	875	1	726	712	6	11
M.-Phys. Education	-	-	-	540	540	1	540	540	1	2
M.-Psychiatric Nursing	817	817	2	-	-	-	817	817	2	2
M.-Psych. Occup. Therapy	650	650	1	1,173	1,173	1	912	912	2	2
M.-Science	761	671	27	862	842	22	807	792	49	74
M.-Secondary Teaching	-	-	-	862	862	2	862	862	2	2
M.-Social Work	748	750	9	768	747	12	760	750	21	25
Doctor of Philosophy	973	1,000	14	1,027	1,000	45	1,014	1,000	59	76
Doctor of Education	1,126	1,134	16	1,162	1,100	20	1,146	1,100	36	42
7 Juris Doctor	660	655	6	891	900	12	814	813	18	39
8 B.S. Nursing	500	500	1	-	-	-	500	500	1	1
9 B.S. Pharmacy	650	650	16	802	840	14	721	700	30	44

Source: Placement Office, University of Nebraska at Lincoln
Questionnaire Survey Taken June 1969

FIGURE 10

REGISTERED NURSE TRAINING IN THE OMAHA SMSA

SCHOOL	College or University Relationship	Primary Hospital Relationship	Public or Private	Church Affiliation	(1)			(2)		
					ENROLLMENT IN PROGRAM			GRADUATING PER YEAR		
					Associate (2 year)	Diploma (3 year)	B.A. (4 year)	Associate (2 year)	Diploma (3 year)	B.A. (4 year)
<u>Omaha SMSA</u>										
Bishop Clarkson Memorial Hospital	UNO	---	Private	Episcopal	---	151	---	---	39	---
College of Saint Mary (St. Catherines)	---	Bergan Mercy	Private	R. Catholic	71	---	---	32	---	---
Creighton Memorial Saint Joseph Hospital	Creighton U.	---	Private	R. Catholic	---	232	---	---	71	---
Creighton University	---	St. Joseph	Private	R. Catholic	---	---	170	---	---	39
Immanuel Hospital	UNO	---	Private	Lutheran	---	121	---	---	35	---
Nebraska Methodist Hospital	UNO	---	Private	Methodist	---	243	---	---	64	---
University of Nebraska	UN - UNO	U. of Nebr.	State	Non-Sect.	150	---	195	70	---	40
Subtotal - Omaha SMSA					221	747	365	102	209	79
<u>Other Nebraska</u>										
Bryan Memorial Hospital-Lincoln	Various	---	Private	Methodist	---	200	---	---	60	---
Lincoln General Hospital-Lincoln	UN	---	Private	Non-Sect.	---	125	---	---	35	---
Mary Lanning Memorial Hospital-Hastings	Hastings S.C.	---	Private	Non-Sect.	---	75	---	---	20	---
St. Francis Hospital-Grand Island	Kearney S.C.	---	Private	R. Catholic	---	90	---	---	25	---
Union College-Lincoln	---	Various	Private	S. Day Adv.	---	---	100	---	---	20
West Nebraska General-Scottsbluff	Nebraska Western	---	Private	Methodist	---	80	---	---	25	---
Subtotal-Other Nebraska					---	570	100	---	165	20

Source: Careers in Nursing, Nebraska Nursing Careers Committee

(1) For Fall 1969 (approximate figures only).

(2) For year ending August 1970 (approximate figures only)

FIGURE 11

PUBLIC SCHOOLS: ENROLLMENTS AND GRADUATES IN THE OMAHA SMSA

District No.	District	Total Enrolled by Grade Fall 1969				Total Graduated
		9th	10th	11th	12th	
	<u>Douglas County</u>					
1	Omaha	4765	4442	3964	3628	3147
10	Elkhorn	75	59	57	47	45
11	Waterloo	20	23	20	16	15 ⁽¹⁾
17	Millard	220	189	203	138	136
33	Valley City	52	65	45	47	44
54	Ralston	200	180	204	141	138
59	Bennington	39	31	30	33	29
66	Westside	786	745	720	699	644
	SUBTOTAL	6157	5734	5243	4749	4198
	<u>Pottawattamie County</u>					
	Avoca Community	57	50	60	64	72
	Carson-Macedonia Com.	55	39	43	46	46
	Council Bluffs	1149	1018	989	882	792
	Lewis Central	185	129	143	111	111
	Oakland	46	52	49	53	51
	Treynor Community	43	42	39	33	33
	Tri-Center	81	78	76	72	72
	Underwood	48	42	51	43	44
	Walnut Community	30	32	31	30	30
	SUBTOTAL	1694	1482	1481	1334	1251
	<u>Sarpy County</u>					
	Bellevue	795	728	672	523	479
	Gretna	51	67	54	37	36
	Papillion	235	210	187	144	139
	Springfield-Plattview	67	54	45	55	52
	SUBTOTAL	1148	1059	958	759	706

(1) Estimated

FIGURE 12

PRIVATE SCHOOLS: ENROLLMENTS AND GRADUATES IN THE OMAHA SMSA

District	Total Enrolled by Grade Fall 1969				Total Graduated
	9th	10th	11th	12th	
<u>Non-Public Schools</u>					
Archbishop Rummel	144	158	170	157	156
Archbishop Ryan*	251	251	251	287	287
Boys Town	119	124	134	101	118
Brownell Talbot	27	24	24	23	22
Cathedral	96	120	90	110	110
Creighton Prep	231	223	209	204	203
Daniel J. Gross	185	151	144	-	-
Dominican High School	34	34	33	33	33
Duchesne Academy	81	74	39	42	41
Girls Town	6	15	7	9	9
Holy Name	88	87	87	87	87
Marian High School	209	189	186	203	203
Mayfield S.D.A.	16	-	-	-	-
Mercy High School	129	110	154	138	138
Mt. Michael Benedictine	21	20	13	21	21
Notre Dame Academy	90	110	128	92	89
Pope Paul	106	76	97	74	73
Pratt School	19	48	43	43	36
St. Albert High School	160	147	137	140	136
SUBTOTAL	2012	1961	1946	1764	1762
TOTAL PUBLIC AND NON-PUBLIC SCHOOLS (Combined subtotals from Figures 11 & 12)	11,011	10,236	9,628	8,606	7,917

* Archbishop Ryan is non-graded. For statistical purposes, we have assumed a 25% distribution for the four years.

FIGURE 13

DROPOUTS BY REASON AND GRADE

Pupils Dropped Out of School Because Of		9th Grade	10th Grade	11th Grade	12th Grade	Totals
D1-D2	Physical Illness or Physical Disability	12	51	38	29	130
D3-D4	Mental Illness or Mental Disability	2	7	8	8	25
D5	Behavioral Problems or Reasons	13	26	37	19	95
D6	Low Achievement or Scholastic Difficulty	5	18	22	12	57
D7	Lack of Appropriate Curriculum	-	1	4	2	7
D8	Poor Pupil-Staff Relationships	-	1	2	-	3
D9	Poor Relationships with Fellow Pupils	-	-	1	1	2
D10	Committed to Corrective Institution	12	5	1	7	25
D11	Parental Influence	4	8	8	4	24
D12-D13	Need at Home or Economic Necessity	-	2	5	2	9
D14	Employment to Offset Personal Expenses	12	48	71	95	226
D15	Marriage	6	22	37	54	119
D16	Pregnancy	1	8	8	7	24
D17	Other Known Reasons	196	261	252	263	972
D18-D19	Reasons Unknown or Unobtainable	21	24	25	12	82
DS.	Pupils who Dropped Out During the Previous Summer Vacation. Did Not Return to any School	-	1	7	10	18
Subtotals		284	483	526	525	1,818
D20	Death	3	2	2	4	11
Totals		287	485	528	529	1,829
Total Enrollment		11,011	10,236	9,628	8,606	39,481

FIGURE 14

SUMMARY IN THE OMAHA SMSA: FULL TIME TRAINING ONLY

(Figures gathered in the summer of 1970)

School	Approximate Enrollment	Length of Program	Accreditation	Approximate Number of Graduates Per Year														TOTAL
				Practical Nursing (LPN)	Medical Technician	Medical Assisting	Secretarial	Computing Accounting	Business Administration	Public Relations	Modeling & Fashion	Radio & Electronics	Hair Styling	Trade & Industry	Retailing	Miscellaneous		
<u>Publicly Funded Schools</u>																		
Omaha School District			State															
Dental Assisting	31	11 months	↓		21											21		
Practical Nursing	170	12 months	↓	156												156		
MDTA (Manpower Development Training)	283	4-12 months											86	10	27	123		
Iowa Western Community College	445	1-2 years	NCA	31	60	30	68						225			414		
OIC (Omaha Opportunity Industrial Center)	220	1-12 months	State			95	27						51	15		188		
Public Subtotal	1149			187	81	125	95						362	25	27	902		
<u>Privately Funded Schools</u>																		
<u>Business</u>																		
Commercial Extension School		9-18 months	State															
Patricia Stevens		12 months	↓															
Victor Business School		1-3 months	↓															
Nettleton Business College	N/A	N/A	N/A															
Business Subtotal	619					420	366	40	33	71						930		
<u>Industry</u>																		
Radio Engineering Institute		18 months	State															
Electronic Computer Programming		4 months	↓															
Blair College Medical & Dental Assisting		N/A	↓															
Universal Technical Institute	N/A	N/A	N/A															
Industry Subtotal	609				20		300				60					380		
<u>Cosmetology</u>																		
Anthis Beauty School		2100 hours	State															
Barnes Beauty College		↓	↓															
Althouse School of Beauty Culture		↓	↓															
Stuart School of Hairstyling		↓	↓															
Margies Beauty College		↓	↓															
Capital School of Hairstyling	N/A	↓	↓															
Rudy Constantino School		↓	↓															
Cosmetology Subtotal	310										230					230		

Source: Survey made by Center for Urban Affairs, University of Nebraska at Omaha, July 1970.

FIGURE 15 - AGENCIES INVOLVED IN VOCATIONAL EDUCATION

① SUPERVISING AND FUNDING

HEW
HEALTH EDUCATION & WELFARE

DOL
DEPARTMENT OF LABOR

STATE CAMPS COMMITTEE
VARIOUS STATE DEPARTMENTS
DOL, HEW, OEO

② COORDINATING

CAMPS
COOPERATIVE AREA MANPOWER PLANNING SYSTEM
AREA VI DOUGLAS & SARY COUNTIES
PROGRAM - COORDINATE ALL MANPOWER AGENCY WORK STARTED IN 1974 WITH MEETINGS TWICE MONTHLY.
PERSONNEL - ED PARRISH, CHMNY; KATHY MILLER, SECY
AGENCIES: OPS, NSES, DORS, GOCA, NAB, CITY OF OMAHA, NYC, OIC, ENCOR, BAT, C.O.F.C., AC, UCS, OHA, NRS, N&VI, DUL

③ REFERRAL AND COUNSELLING

CEP
CONCENTRATED EMPLOYMENT PROGRAM
ACTIVITIES - 1. TAKES APPLICATIONS
2. COUNSELING
3. VOCATIONAL TESTING
4. FUNDING TRAINING OF APPLICANTS
5. ENROLLING APPLICANTS - TO OIC - OPS (MDTA)
AREA - ORIGINALLY OMAHA TARGET AREA - NOW EXTENDED TO OMAHA CITY LIMITS
SPECIAL PROGRAMS - 1. NEW CAREERS - FOR THOSE WITH LOW EDUCATIONAL ABILITIES BUT HIGH POTENTIAL - (SEE CREIGHTON U.)
2. MAINSTREAM - FOR THOSE OVER FORTY WHO HAVE NO HISTORY OF SKILL EXPERIENCE OR THOSE OVER TWENTY-TWO WITH SOME SPECIAL PROBLEM
3. WORK TRAINING SLOTS - TEMPORARY EMPLOYMENT WHILE TRAINING
4. GREEN THUMB - NOT IN OMAHA
FUNDING - DOL
PERSONNEL - ROBERT ARMSTRONG - DIR., BUDDY HOGAN PS. CAREERS
SPONSOR - CITY OF OMAHA

NSES
NEBRASKA STATE EMPLOYMENT SERVICE
ACTIVITIES - 1. PRIMARY FIRST CONTACT WITH UNEMPLOYED - INTERVIEW & APPLICATION.
2. JOB FINDING BY - (a) COMPUTERIZED JOB BANK
(b) TAKING PHONE ORDERS FROM EMPLOYERS
(c) FIELD REPRESENTATIVE CONTACTING EMPLOYERS
(d) CHECKING WITH NSES-200 MILE RADIUS - 6 STATE AREA
(e) CHECKING WITH NSES-NATIONAL CLEARANCE COUNCIL
3. APPLICANT TESTING SERVICE.
4. REFERRAL PROGRAM (a) APPLICANTS LACKING BASIC SKILLS - TO CEP
(b) APPLICANTS FROM DEAD END JOBS & DECLINING INDUSTRIES - TO OPS
5. GATHERS & PUBLISHES REPORTS AND STATISTICS ON MANPOWER IN OMAHA SMSA.
6. MAKES SURVEYS ON UNEMPLOYMENT & OTHER SPECIAL PROBLEMS.
AREA - OMAHA SMSA - DOUGLAS & SARY COUNTIES, STATISTICS ON OMAHA SMSA
FUNDING - DOL + STATE EMPLOYMENT SERVICE
PERSONNEL - PHIL MCGORMACK - AREA MANAGER LEROY GISSON PROGRAM DIRECTOR - WIN
BRYAN WILSON - STATISTICS

WORK ACTI
AREA FUND PERS SPON

④ TRAINING

OIC
OPPORTUNITIES INDUSTRIALIZATION CENTER INC.
ACTIVITIES - OIC - CEP ORIENTATION
PAROLEE AND RELEASE PROGRAM.
PRE-VOCATIONAL AREAS
VOCATIONAL AREAS
COUNSELING
RECRUITMENT
JOB DEVELOPMENT
FOLLOW-UP
COURSES IN
ORIENTATION
COMMUNICATION SKILLS
COMPUTATION SKILLS
MINORITY HISTORY
JOB FINDING TECHNIQUES
CLERICAL
KEY PUNCH
WELDING
SURFACE WIRING
MERCHANDISING & RETAILING
MACHINE TOOLS OPERATIONS
BLUEPRINT READING
DRAFTING
MTST TRAINING
SITES - 2802 NO. 24TH ST., 30TH & GRANT STS., DOUGLAS COUNTY JAIL ANNEX, 24TH & Q ST.
AREA - OMAHA TARGET AREAS
FUNDING - OEO, DOL, HEW & PRIVATE INDUSTRIES
PERSONNEL - EMMETT J DENNIS JR. - DIRECTOR
SPONSOR - DELEGATE AGENCY OF GOCA

OPS
OMAHA PUBLIC SCHOOLS
ACTIVITIES - 1. MPS - MANPOWER SKILL CENTERS - BUSINESS HOMEMAKING INDUSTRIAL AGRICULTURE
2. MDTA - MANPOWER DEVELOPMENT AND TRAINING - ORIENTATION AUTO MECHANICS WELDING DRAFTING RETAIL SALES GENERAL OFFICE CLERICAL BUILDING OPERATION BASIC EDUCATION FOOD SERVICE
3. ACEP - ADULT CONTINUING EDUCATION PROGRAM (PART-TIME COURSES) - HIGH SCHOOL BASIC EDUCATION TRADE & INDUSTRIAL APPRENTICE TRAINING BUSINESS EDUCATION GENERAL INTEREST HOME MAKING EDUCATION DISTRICTIVE EDUCATION DENTAL ASSISTING COMMUNITY SERVICE PRACTICAL NURSING HOME ECONOMICS RELATED OCCUPATIONS
4. NYC - IN SCHOOL PROGRAM SEE NYC
5. OTC - OMAHA NEBRASKA TECHNICAL COLLEGE (SHORT TERM/LONG TERM FULL TIME COURSES) - HEALTH OCCUPATIONS BUILDING CONSTRUCTION AGRICULTURE-BUSINESS POWER MECHANICS GRAPHIC ARTS MACHINE TOOL INDUSTRY SALES & MERCHANDISING GENERAL OFFICE CLERICAL
AREA - OMAHA METROPOLITAN AREA
FUNDING - MDTA COURSES FUNDED BY DOL + HEW. SCHOLARSHIP ALLOWANCES GO THRU NSES
PERSONNEL - DR. ED PARRISH MICHAEL MILLER (MPS)

ATION - MANPOWER TRAINING

OEO
OFFICE OF ECONOMIC OPPORTUNITY

SYSTEM
WORK
MONTHLY
CITY OF OMAHA
P. 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200

MAYOR'S OFFICE
MANPOWER PLANNING
ACTIVITIES — COORDINATE MANPOWER PLANNING IN ACCORDANCE WITH THE NEW CONCEPTS OF THE MANPOWER ACT OF 1973
PERSONNEL — WM. R. KRANDA

WIN
WORK INCENTIVE PROGRAM — RUN BY NSES
ACTIVITIES — 1. SPECIAL COUNSELING & REFERRAL FOR PERSONS RECEIVING COUNTY WELFARE.
2. ADMINISTRATION FUNDS FOR TRAINING IN THE FOLLOWING PROGRAMS: (a) OPS - MDTA PROGRAM (b) OIC (c) PRIVATE VOCATIONAL SCHOOLS (d) PUBLIC OR PRIVATE COLLEGES
3. REFERRALS ARE FROM COUNTY CASE WORKERS.
AREA — DOUGLAS & SARRY COUNTIES
FUNDING — DOL
PERSONNEL — LEROY (TOSH) GIBSON - PROGRAM DIRECTOR
SPONSOR — NSES

DCSS
DOUGLAS COUNTY SOCIAL SERVICE
ACTIVITIES — 1. CASE WORKER WORKS WITH APPLICANT IN CONJUNCTION WITH WIN PROGRAM.
AREA — DOUGLAS COUNTY
FUNDING — NEW - STATE - COUNTY
PERSONNEL — MICHAEL T. HEALEY - WELFARE ADMINISTRATOR

GOCA
GREATER OMAHA COMMUNITY ACTION ACTIVITIES
1. MOBILIZE & UTILIZE COMMUNITIES PUBLIC & PRIVATE RESOURCES FOR THE WAR ON POVERTY UNDER TERMS OF DEED ACT.
2. PRIMARY SPONSORSHIP OF NYC (P-3) & OIC.
3. OUTREACH & REFERRAL FOR ALL MANPOWER PROGRAMS.
AREA — OMAHA METROPOLITAN AREA FOCUSING ON 22 CENSUS TRACTS - TARGET AREA
FUNDING — OEO & OOL
PERSONNEL — LEONARD WEST - NYC COORD.

OUL
OMAHA URBAN LEAGUE
ACTIVITIES — 1. LABOR EDUCATION ADVANCE FOR PRE-APPRENTICESHIP
2. OMAHA EMPLOYMENT OPPORTUNITY SUPPORT PRINCIPLE OF NON-DISCRIMINATION TRAINING & PROMOTION TRAINING & DIRECT COUNSELING LEADS TO EMPLOYMENT TO MA
AREA — OMAHA METROPOLITAN AREA
FUNDING — UCS & DOL + PRIVATE
PERSONNEL — WALTER GRIMES

NYC
NEIGHBORHOOD YOUTH CORPS
ACTIVITIES — 1. IN-SCHOOL PROGRAM THRU OPS WORKS WITH JUNIOR & SENIOR HIGH SCHOOL STUDENTS GIVING SPECIAL ASSISTANCE TO HELP THEM COMPLETE THEIR EDUCATIONS.
2. SUMMER PROGRAM EMPLOY 14 THRU 21 YEAR OLDS WORK SITES ARE NSES, OPS, OMAHA PARKS & REC. & OTHER PUBLIC AGENCIES
3. OUT-OF-SCHOOL PROGRAM WORKS WITH YOUNG PEOPLE, AGES 14 THRU 21 WHO HAD DROPPED OUT, FURNISHING FIN. ASSISTANCE, WORK & COUNSELING
AREA — OMAHA METROPOLITAN AREA
FUNDING — DOL
PERSONNEL — SAM ROMANUO DIR. OUT-OF-SCHOOL PROGRAM JOSEPH R. MOSLEY DIR. IN-SCHOOL PROGRAM
SPONSOR — OPS FOR IN SCHOOL + SUMMER PROGRAM GOCA FOR OUT OF SCHOOL PROGRAM

NAB - JOBS
NATIONAL ALLIANCE OF BUSINESS
ACTIVITIES — 1. ON THE JOB TRAINING CONTRACT COMPANIES COVER ADDITIONAL EX WORKERS WHO ARE NOT CAPACITY AS WORKERS
AREA — OMAHA SMSA NOW ST
FUNDING — DOL + OEO
PERSONNEL — WALT SCHOLES MRS CADECK JOHN J MOYLAN
SPONSOR — NSES

CREIGHTON UNIVERSITY
NEW CAREERS PROGRAM
ACTIVITIES — OPERATES PROGRAM FOR CEP LEADING TO CAREERS PRIMARILY IN HUMAN SERVICES FIELD FOR PERSONS WITH LOW EDUCATION BUT HIGH POTENTIAL. PROGRAM CALLS FOR 20 HOURS OF SCHOOL 20 HOURS OF OUTSIDE TRAINING. COURSES FOR 1. TEACHERS AID 2. INTERVIEWERS
AREA — SEE CEP PROGRAM
FUNDING — DOL
PERSONNEL — JOHN MCGEE

UNO
UNIVERSITY OF NEBRASKA AT OMAHA
ACTIVITIES — 1. THE CENTER FOR URBAN EDUCATION (CUE) IS INVOLVED IN A NUMBER OF PROGRAMS (TEACHER CORPS, CAREER OPPORTUNITIES PROGRAM (COP) & CQ PROGRAM FOR CHILD CARE COUNSELING IN URBAN PROGRAMS (CUP), NEIGHBORHOOD REHABILITATION SERVICE UNIT (URSI) + SHEP. BUT THESE ARE ALL SPECIAL TRAINING PROGRAMS FOR PEOPLE IN HIGHER EDUCATION.
2. THE CENTER FOR URBAN AFFAIRS (CUA) GATHERS DATA, MAINTAINS A LIBRARY AND PUBLISHES REPORTS ON OMAHA SMSA EDUCATION & MANPOWER.
3. THE OFFICE FOR CONTINUING STUDIES OFFERS A NUMBER OF GENERALIZED AND SPECIALIZED COURSES USUALLY AT NIGHT FOR UPGRADE OF VOCATIONAL & PROFESSIONAL SKILLS & FOR BASIC KNOWLEDGE.

IWCC
IOWA WESTERN COMMUNITY COLLEGE
(COUNCIL BLUFFS CAMPUS ACTIVITIES ONLY THERE IS ALSO A IWCC CAMPUS AT CLARINDA, IA.)
ACTIVITIES — 1. DIVISION OF ADULT EDUCATION
2. CAREER PROGRAMS
AREA — WESTERN IOWA COUNTIES PARTICULARLY - POTAWATOMIE HARRISON, MILLS, FRANKLIN SHELBY PAPE CASS + PART OF MONTGOMERY, & AUDUBON
FUNDING — STATE OF IOWA + AREA TRACS
NOTE: IWCC HAS ALSO A 2 YEAR PROGRAM LEADING TO BA DEGREE + TRANSFER OF CREDIT SYSTEM FOR ACADEMIC COURSES.
PERSONNEL — ROBERT D. LUFF SUPERINTENDENT

COURSES
1. HIGH SCHOOL COMPLETION
2. GENERAL ADULT EDUCATION
3. HOBBY + RECREATION ED.
4. VOCATIONAL SUPPLEMENTAL
5. COLLEGE EXTENSION
6. COMMUNITY SERVICE
7. MEDICAL ASSISTANT
8. NURSE AIDE/DRESSER
9. FARM OPERATION & MANAGEMENT
10. ASSOCIATE DEGREE IN BUSINESS (2yr)
11. AUTOMOTIVE - MECHANICAL
12. AUTOMOTIVE - PAINTS/MAN
13. BUSINESS ADMINISTRATION
14. CLERICAL RECEPTIONIST
15. COMMUNICATIONS ELECTRONIC TECH.
16. COMMUNITY RELATIONS ASSISTANT
17. COMPUTER OPERATIONS
18. COMPUTER OPERATIONS ANALYST
19. DENTAL ASSISTANT PROGRAM
20. FARM EQUIPMENT MAINTENANCE
21. GRAPHIC ARTS COMPOSITION & LITHOGRAPHY
22. GRAPHIC ARTS COPY PRESSMAN
23. GRAPHIC ARTS LITHOGRAPHER
24. GRAPHIC ARTS PROGRAM
25. INDUSTRIAL ELECTRONIC TECH
26. LAW ENFORCEMENT
27. PRACTICAL NURSING
28. SECRETARIAL PROGRAM
29. TOOL & DIE MAKING
30. WELDING
31. OPERATING ROOM TECHNICIAN
32. AUTO BODY REPAIRMAN
33. CHILD CARE WORKER
34. AVIATION AIRFRAME + POWER MECH.
35. MACHINE OPERATOR
36. GENERAL MACHINIST

PRIVATE VOCATIONAL SCHOOLS
ACTIVITIES — 1. TRAIN PERSONS ENROLLED BY REFERRAL FROM WIN PROGRAM
2. DIRECT ENROLLMENT OF STUDENTS PARTICULARLY FROM OUTSIDE
SCHOOLS IN AREA — 1. CE SCHOOL OF COMMERCE
2. PATRICIA STEVENS SCHOOL
3. VICTOR BUSINESS SCHOOL
4. NETLETON BUSINESS COLLEGE
5. RADIO ENGINEERING INSTITUTE
6. ELECTRONIC COMPUTER PROG
7. PLAINVILLE COMMERCIAL COLLEGE
8. UNIVERSAL TECHNICAL INSTITUTE
NOTE: THERE ARE 2 SCHOOLS WHO ANSWERED OUR RE STATISTICAL INFORMATION EDUCATION & MANPOWER DUE TO BE RELEASED

GOGA
OMAHA COMMUNITY ACTION
 1. IDENTIFY & UTILIZE COMMUNITIES
 2. MOBILIZE PRIVATE RESOURCES FOR THE
 3. POVERTY UNDER TERMS OF FED. ACT.
 4. OBTAIN SPONSORSHIP OF NYC (P-3) &
 5. OBTAIN RESEARCH & REFERRAL FOR ALL MANPOWER
 PROGRAMS.
 6. OMAHA METROPOLITAN AREA FOCUSING ON
 7. 22 CENSUS TRACTS - TARGET AREA
 8. GEO + DOL
 9. LEONARD WEST - NYC COORD.

OUL
OMAHA URBAN LEAGUE
ACTIVITIES — 1. LABOR EDUCATION ADV. FOR PRE-APPRENTICE
 2. OMAHA EMPLOYMENT SUPPORT PRINCIPLE OF PROMOTION TRAINING DIRECT COUNSELING ON EMPLOYMENT TO
AREA — OMAHA METROPOLITAN
FUNDING — UCS + DOL + PRIVATE
PERSONNEL — WALTER GRIMES

OTHER AGENCIES RELATED TO MANPOWER — EDUCATION
 1. DOUGLAS COUNTY PROBATION OFFICERS — WORKS WITH CEP ON ORIENTATION
 2. STATE VOCATIONAL REHABILITATION — FUNDS FOR EDUCATION FOR DISABLED PERSONS
 3. EASTERN NEBR. OFFICE OF MENTAL RETARDATION (ENCOR) — TRAINING FOR MENTALLY RETARDED — ERWIN R. LINSINK, LINDA GLENN
 4. MAYOR'S COMMITTEE FOR ECONOMIC DEVELOPMENT — YVONNE HALL, WILSON BROWN
 5. CHAMBER OF COMMERCE — URBAN AFFAIRS COMMITTEE — FLOYD COLLINS
 6. COMMITTEE FOR COORDINATING CHILD CARE (40) — DR. MENDELSSOHN (SHRMAN), MAXINE MORELEDGE

NYC
YOUTH CORPS
 1. IN-SCHOOL PROGRAM THRU OPS WORKS WITH JUNIOR & SENIOR HIGH SCHOOL STUDENTS GIVING SPECIAL ASSISTANCE TO HELP THEM COMPLETE THEIR EDUCATIONS.
 2. SUMMER PROGRAM EMPLOY 14 THRU 21 YEAR OLDS — WORK SITES ARE NSRS, OPS, OMAHA PARKS & REC. & OTHER PUBLIC AGENCIES
 3. OUT-OF-SCHOOL PROGRAM WORKS WITH YOUNG PEOPLE, AGES 14 THRU 21 WHO HAD DROPPED OUT, FURNISHING FIN. ASSISTANCE, WORK & COUNSELING
 OMAHA METROPOLITAN AREA
 DOL
 SAM ROMANUO DIR. OUT-OF-SCHOOL PROGRAM
 JOSEPH R. MOSLEY DIR. IN-SCHOOL PROGRAM
 OPS FOR IN-SCHOOL + SUMMER PROGRAM
 GOGA FOR OUT OF SCHOOL PROGRAM

NAB - JOBS
NATIONAL ALLIANCE OF BUSINESS
ACTIVITIES — 1. ON THE JOB TRAINING CONTRACT COMPANIES COVER ADDITIONAL OF WORKERS WHO ARE FULL CAPACITY AS WORKERS
AREA — OMAHA SMSA - NDW ST
FUNDING — DOL + QED
PERSONNEL — WALT SCHOLES
 MRS CADECK
 JOHN J MOYLAN
SPONSOR — NSRS

BAT
BUREAU OF APPRENTICESHIP
ACTIVITIES — 1. PROMOTION OPPORTUNITY
 2. EXPANSION PROGRAMS
 3. GENERATE APP. PROGRAM
AREA — STATEWIDE
FUNDING — DOL
PERSONNEL — JOHN CONNELLY

NOTES
 1. THIS TABLE IS DRAWN WITH THE IDEA OF GIVING THOSE INTERESTED AN OVERVIEW OF THE NUMBER OF AGENCIES INVOLVED IN MANPOWER & VOCATIONAL EDUCATION IN THE OMAHA SMSA.
 2. VOCATIONAL EDUCATION IS HEREIN CONSIDERED AS EDUCATION AFTER 12TH GRADE OF HIGH SCHOOL EDUCATION BUT NOT LEADING TO ANY SCHOOL DEGREE. SOME COURSES SHOWN WERE UNACCOMPLISHED EVENTUALLY APPLY TOWARD AN ACADEMIC DEGREE.
 3. ON THE COORDINATE & TRAINING LEVEL WE HAVE LISTED PRIMARILY NEBRASKA REGISTERED AGENCIES THERE ARE SEVERAL IOWA COUNTERPARTS SUCH AS SOUTHWESTERN IOWA CAMPUS. IN THE TRAINING LEVEL WE HAVE INCLUDED WIOA BECAUSE OF ITS IMPACT ON THE ENTIRE OMAHA SMSA.
 4. THERE ARE UNDOUBTEDLY AGENCIES INTERESTED IN MANPOWER AND EDUCATION THAT WERE NOT INCLUDED IN THIS TABLE. IT IS INTENDED THAT A DISTRIBUTION OF THIS TABLE WILL STIMULATE COMMENT & CRITICISM LEADING TO A MORE SOPHISTICATED REVISION.
 5. WE HAVE NOT ATTEMPTED TO SHOW EITHER FORMAL OR LATENT LINKAGES BETWEEN AGENCIES.

CC
COMMUNITY COLLEGE COURSES
 DIVISION OF ADULT EDUCATION
 1. HIGH SCHOOL COMPLETION
 2. GENERAL ADULT EDUCATION
 3. HOBBY + RECREATION ED.
 4. VOCATIONAL SUPPLEMENTAL
 5. COLLEGE EXTENSION
 6. COMMUNITY SERVICE
 CAREER PROGRAMS
 1. MEDICAL ASSISTANT
 2. NURSE AIDE/ORDERLY
 3. FARM OPERATION & MANAGEMENT
 4. ASSOC. DEGREE NURSING (2YR)
 5. AUTOMOTIVE - MECHANIC
 6. AUTOMOTIVE - PARTSMAN
 7. BUSINESS ADMINISTRATION
 8. CLERICAL - RECEPTIONIST
 9. COMMUNICATIONS ELECTRONIC TECH.
 10. COMMUNITY SERVICE ASSOCIATE
 11. COMPUTER PROGRAMMER
 12. COMPUTER PROGRAMMER - ANALYST
 13. DENTAL ASSISTANT PROGRAM
 14. FARM EQUIPMENT MAINTENANCE
 15. GRAPHIC ARTS COMPOSITION & LITHOGRAPHER
 16. GRAPHIC ARTS COMP + PRESSMAN
 17. GRAPHIC ARTS LITHOGRAPHER
 18. GRAPHIC ARTS PRESSMAN
 19. INDUSTRIAL ELECTRONIC TECH
 20. LAW ENFORCEMENT
 21. PRACTICAL NURSING
 22. SECRETARIAL PROGRAM
 23. TOOL & DIE MAKING
 24. WELDING

PRIVATE VOCATIONAL SCHOOLS
ACTIVITIES — 1. TRAIN PERSONS ENROLLED BY REFERRAL FROM WIN PROGRAM.
 2. DIRECT ENROLLMENT OF STUDENT PARTICULARLY FROM OUTSTATE
SCHOOLS IN AREA — 1. CE SCHOOL OF COMMERCE
 2. PATRICIA STEVENS SCHOOL
 3. VICTOR BUSINESS SCHOOL
 4. NETLETON BUSINESS COLLEGE
 5. RADIO ENGINEERING INSTITUTE
 6. ELECTRONIC COMPUTER PROGRAMMING
 7. BLAIR COLLEGE OF MED. + DENTAL INST.
 8. UNIVERSAL TECHNICAL INSTITUTE
 NOTE: THERE ARE 8 SCHOOLS OF COSMETOLOGY WHO ANSWERED OUR REQUEST FOR STATISTICAL INFORMATION — SEE UN-CVA EDUCATION & MANPOWER REPORT DUE TO BE RELEASED — Q3 1970.
 25. OPERATING ROOM TECHNICIAN
 26. AUTO BODY REPAIRMAN
 27. CHILD CARE WORKER
 28. AVIATION AIRFRAME + POWER MECH.
 29. MACHINE OPERATOR
 30. GENERAL MACHINIST

JOB CORPS
ACTIVITIES — 1. GETS ABOUT 45% PER YEAR FROM DMA NOT IN OMAHA

OSACS
OMAHA SUBURBAN AREA
ACTIVITIES — 1. COORDINATE AND ADULT
 2. PROJECT GENERAL PROGRAM INTEREST
AREA — SCHOOL DIST. MILLARD, PAPER RALSTON +
FUNDING — STATE VO
PERSONNEL — JERRY CO

PSC
PUBLIC SERVICE CAREERS
ACTIVITIES — PILOT PROGRAM TO:
 1. UPGRADE PRESENT PUBLIC SERVICE EMPLOYEES — 50%.
 2. QUALIFY NEW PEOPLE FOR PUBLIC SERVICE CAREERS — 50%.
AREA — OMAHA METROPOLITAN AREA
FUNDING — DOL
SPONSOR — CITY OF OMAHA
PERSONNEL — BUDDY HOGAN

ROUGH DRAFT ONLY
 CENTER FOR URBAN AFFAIRS
 JOHN NYE - DIRECTOR
 ST. CUNNINGHAM - DEC 12/9/70
 COMPILED WITH THE HELP ASSISTANCE + CRITICISMS OF KATHY MILLER (GOGA), JIM BUTNAM (GOGA) & DICK BEGAN (MAYOR'S OFFICE) BUT WITHOUT ANY AGENCY'S FORMAL REVIEW OR REPLY

FIRST REVISION 12/9/70

FIGURE 16

COMPARISON OF PROJECTIONS - LABOR FORCE EXPANSION NEEDS FOR TEN YEAR PERIOD 1970-1980

LABOR FORCE BY INDUSTRY	NEBR. DEPT. OF LABOR 3/70	1970 EST. NO. 1	FOR TEN YEAR PERIOD 1970-1980		
			EST. NO. 1	EST. NO. 2	EST. NO. 3, NDL 12/68 x 3.33
2 Construction & Mining	11450	12880	2668	2668	1950
3 Manufacturing	39700	43589	9045	9045	3950
4 Transportation, Communications, Pub. Util.	20650	22675	4831	1650	1350
5 Wholesale Trade	14850	16385	3353	3353	3150
6 Retail Trade	36750	39473	8166	8166	7700
7 Finance, Insurance, Real Est.	16850	17780	3676	3676	4450
8 Services	36250	38969	8070	8070	9700
9 Government	29650	31925	6608	6608	9200
Subtotal	206150	223676	46417	43236	41450
1 Agriculture, Forestry, Fisheries	5200	6383	1258	(500)	(500)
10 All Other Non-Agricultural	16700	0	--	1300	1300
11 Military (Uniformed)	11350	11350	1250	1250	1250
Total Civilian & Military Working Labor Force	239400	241409	48925	45286	43500

A comparison of three estimates made by the Center for Urban Affairs on expansion needs for labor in the Omaha SMSA for the ten-year period 1970-1980.

Est. 1 - Based on National averages as estimated in Manpower Requirements for National Objectives in the 1970's, Leonard A. Lecht, National Planning Association, Washington, D. C., Feb. 1968.

Est. 2 - Based on extrapolation of Omaha SMSA Labor force trends by industry. See Figures 21-32.

Est. 3 - Based on the three-year projection for the Omaha SMSA made by the Nebraska Department of Labor in Manpower Outlook Survey, December 1969. The survey was made in December of 1968 and the Department, on the basis of this survey, made a three-year projection of manpower expansion needs. We have increased this projection to a ten-year projection by multiplying by 3.33.

Numbers in parentheses are minus.

FIGURE 17

PROFILE OF EACH MAJOR INDUSTRIAL GROUP BY OCCUPATIONAL GROUP--OMAHA SMSA⁽¹⁾

MAJOR INDUSTRIAL GROUP	Professional Technical Managerial	Clerical & Sales	Ser- vice	Pro- cessing	Machine Trades	Bench Work	Struc- tural Work	Farm Labor	Misc.	Total
1 Agriculture/Forestry/Fisheries ⁽²⁾	4.0	0.3	0.4	4.0	-	-	2.0	84.0	5.3	100.0
2 Mining and Construction	11.3	9.8	0.7	0.1	3.5	0.3	65.0	-	9.3	100.0
3 Manufacturing	10.1	17.5	2.5	20.2	15.4	12.5	8.0	-	13.8	100.0
4 Transportation, Communications, Utilities	11.3	31.7	2.4	0.3	10.4	1.5	10.5	-	31.9	100.0
5 Wholesale Trade ⁽²⁾	15.0	25.0	10.1	0.8	10.5	7.4	4.0	-	27.2	100.0
6 Retail Trade ⁽²⁾	24.0	56.4	10.1	0.4	0	0	0	-	9.1	100.0
7 Finance, Insurance & Real Est.	23.5	69.9	4.5	0.2	0.2	0	1.2	-	0.5	100.0
8 Services	35.0	19.5	33.6	0.4	1.7	2.4	2.0	-	5.4	100.0
9 Government	49.6	23.3	11.8	0.4	1.3	0.8	8.0	-	4.8	100.0

(1) Figures compiled from a study of employment made by the Nebraska Department of Labor in 1968, Manpower Outlook Survey, December 1969.

(2) Adjusted to show the split between wholesale and retail trade and with agriculture (etc.) added.

FIGURE 18

FORECAST OF EXPANSION AND REPLACEMENT NEEDS BY MAJOR OCCUPATIONAL GROUP FOR TEN YEAR PERIOD 1970-1980

MAJOR OCCUPATIONAL GROUP	One Year Hence			Three Years Hence			Extrapolation to 1980 (3 yr hence x 3.33)			Adjusted for Estimate 3		
	Expansion Needs	Replacement Needs	Total	Expansion Needs	Replacement Needs	Total	Expansion	Replacement	Total	Expansion	Replacement	Total
	1 Professional, Technical & Managerial	1461	883	2344	4016	1512	5528	13373	5035	18408	13963	5035
2 Clerical & Sales	1217	950	2167	3370	1762	5132	11222	5867	17089	11718	5867	17585
3 Service	988	889	1877	1583	1483	3066	5271	4938	10209	5503	4938	10441
4 Processing	195	176	371	306	302	608	1019	1006	2025	1064	1006	2070
5 Machine Trades	358	339	697	543	575	1118	1808	1915	3723	1888	1915	3803
6 Bench Work	227	223	450	421	363	784	1402	1209	2611	1464	1209	2673
7 Structural Work	556	610	1166	799	1060	1859	2661	3530	6191	2778	3530	6308
8 Miscellaneous	644	706	1350	1397	1228	2625	4652	4089	8741	4858	4089	8947
SUBTOTAL	5646	4776	10422	12435	8285	20720	41408	27589	68997	43236	27589	70825
9 All Other Non-Agricultural							1300	1000	2300	1300	1000	2300
10 Agricultural Workers							(500)	500	0	(500)	500	0
TOTAL EMPLOYED LABOR FORCE							42208	29089	71297	44036	29089	73125
11 Uniformed Military							1250	(N/A)	1250	1250	(N/A)	1250
TOTAL							43458	29089	72547	45286	29089	74375

Original estimate was made by the Nebraska Department of Labor, see Manpower Outlook Survey, December 1969.

Figures for Expansion Needs were adjusted to conform to estimate no. 3. See Figure 16.

Numbers in parentheses are minus.

FIGURE 19

COMPOSITION OF AVERAGE ANNUAL LABOR FORCE BY INDUSTRY

	CLASSIFICATION	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970 (May)
	Civilian + Military Labor Force	175350	177050	178200	181150	183850	186100	186700	198350	206300	204300	208150	211900	211750	214550	218800	226050	228900	234000	243400	252400
11	Military (Est. only)	4100	5100	5300	5300	5400	5500	6100	7400	8700	9900	10000	10800	11500	11700	11200	12100	10500	10800	11500	11700
	Total Labor Force	171250	171950	172900	175850	178450	180600	180600	183950	189000	194400	198150	201100	200250	202850	207600	213950	218400	223200	231900	240700
	Unemployment Percent	3350 2.0	3350 1.9	3500 2.0	4850 2.8	4350 2.4	5250 2.9	6000 3.3	7200 3.9	5600 3.0	5450 2.8	7400 3.7	7300 3.6	7400 3.7	6950 3.4	7150 3.4	6500 3.0	6500 3.0	6300 2.8	6050 2.6	7350 3.1
	Total Employment	167850	168250	169200	171000	174000	175250	174550	176350	182950	188950	190700	193600	192900	195900	200100	207450	211800	216800	225750	233200
1	Agricultural	9500	8800	8150	7750	7450	6900	6750	6800	7100	7050	6850	6850	6550	6350	6150	6000	5900	5800	5750	6300
2	Construction & Mining	7900	8450	7550	8200	7750	8000	7950	9150	9550	10600	10500	10800	10250	9900	10550	10700	10300	10500	11700	12150
3	Manufacturing	31550	31750	32250	32500	33550	33800	33650	32850	35500	37450	36900	36450	35050	35700	35700	37200	37800	37900	39600	40200
4	Transportation, Communi- cations, Pub. Util.	22950	23100	23550	23400	23350	22400	21700	20500	20350	20100	19750	20550	20300	20000	20100	20600	20600	20900	20650	20600
5	Wholesale Trade	12950	13050	12950	12500	12500	12250	11750	11450	11750	12350	12400	12550	12900	13050	13400	14200	14400	14500	14850	14650
6	Retail Trade	22600	22500	22750	22550	22850	23250	22950	23400	24250	25600	26250	27200	27350	28100	29250	32000	32400	34400	35850	38100
7	Finance, Insurance, Real Estate	10750	11200	11600	11850	12300	12800	12850	12950	12900	13250	13700	13850	13950	14100	14550	14800	15100	15600	16150	16700
8	Services	18450	18550	19050	19400	20150	20750	21250	21650	22600	23500	24500	25300	26300	27650	28650	29300	31600	32900	35400	37350
9	Government	14000	14350	14750	15500	16100	17000	17700	18400	19250	20150	20700	21400	22150	22900	24050	25500	26900	27900	29000	30050
10	Non-Agric., Non-Wage & Salary	17300	16500	16550	17400	17950	18050	18000	19200	19750	18950	19150	18750	18100	18150	17750	17300	16800	16400	16800	17100

All figures are rounded to the nearest 50. Totals may not therefore equal the sum of the rounded items and changes of 50 are not necessarily significant.

NONAGRICULTURAL WAGE AND SALARY WORKERS include all full and part-time workers who worked during or received pay for the pay period ending nearest the 15th of the month. These data are based on the 1957 STANDARD INDUSTRIAL CLASSIFICATION MANUAL.

The RATE OF UNEMPLOYMENT is calculated as a percent of the TOTAL LABOR FORCE.

OTHER NONAGRICULTURAL EMPLOYMENT includes proprietors, self-employed and unpaid family workers in nonagricultural industries and domestic workers in private households.

AGRICULTURE includes all hired agricultural workers, farm owners, operators and unpaid family workers. Agricultural employment estimates were based on statistics prepared by the U.S. Department of Agriculture.

Summarized from monthly reports of Nebraska Department of Labor, Division of Employment, Research and Statistics.

FIGURE 20

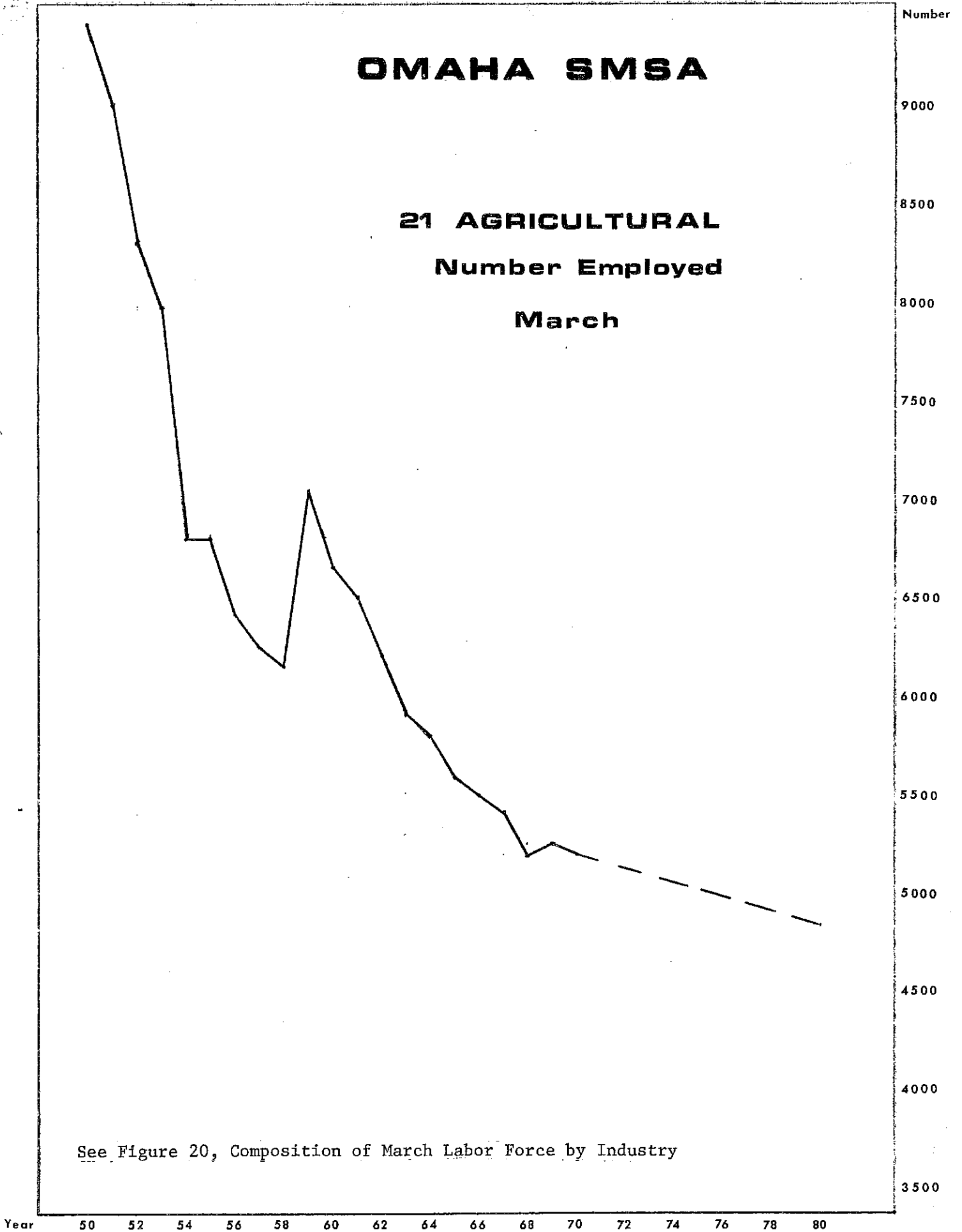
COMPOSITION OF MARCH LABOR FORCE BY INDUSTRY

	CLASSIFICATION	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
	Civilian + Military Labor Force	173000	171700	175050	179450	179950	185400	184600	186550	192150	198350	205300	207300	208150	210650	214150	218850	226200	230300	235800	247250
11	Military (Est. only)	4600	3900	5400	5200	5300	5400	5600	6200	7800	8900	9100	10300	10900	11600	11700	11100	12300	10200	10900	11700
	Total Labor Force	168400	167800	169650	174250	174650	180000	179000	180350	184350	189450	196200	197000	197250	199050	202450	207750	213900	220100	224900	235550
	Unemployment Percent	3900 2.3	4050 2.4	4050 2.4	6750 3.9	6250 3.6	6450 3.6	7600 4.2	9450 5.2	6900 3.7	7800 4.1	9050 4.6	9300 4.7	8900 4.5	8400 4.2	7900 3.9	6950 3.3	6600 3.1	6400 2.9	5800 2.6	7250 3.1
	Total Employment	164500	163750	165600	167500	168400	173550	171350	170900	177400	181650	186850	186350	188350	190150	194050	200800	207200	213400	219100	228050
1	Agricultural	9000	8300	7950	6800	6800	6400	6250	6150	7050	6650	6500	6200	5900	5800	5600	5500	5400	5200	5250	5200
2	Construction & Mining	6150	6700	5950	8150	6250	7050	6450	7450	7950	7550	9200	7850	8700	8100	8600	9500	8800	9900	9600	11500
3	Manufacturing	31800	32300	32050	32300	32850	33900	33800	31900	34400	37000	36350	35500	35050	34950	35850	36300	38100	38400	38800	39650
4	Transportation, Communications, Pub. Util.	22650	22500	23000	22800	22750	22600	21450	20300	19900	19900	19200	20200	19900	19250	19600	20000	20200	20700	20200	20550
5	Wholesale Trade	13000	12850	13100	12550	12350	12300	11850	11400	11650	12000	12300	12100	12850	13150	13150	14200	14500	14400	14650	14850
6	Retail Trade	22150	21750	22400	22100	22250	23150	22450	22750	23500	24300	25450	26150	26400	27250	28000	31000	31700	33400	34500	36700
7	Finance, Insurance, Real Estate	10500	11000	11350	11700	12100	12600	12750	13050	12750	13000	13550	13750	13750	13900	14400	14700	14900	15400	15800	16850
8	Services	18100	18250	18750	19050	19750	20600	20850	21300	22150	22550	24100	24600	25800	27150	27900	28100	30800	32300	34950	36350
9	Government	13600	14050	14750	15200	15800	16800	17650	18050	18800	19800	20500	21200	22000	22600	23500	24700	26400	27400	29000	29650
10	Non-Agric., Non-Wage & Salary	137950	139350	141350	143850	144100	149000	147300	146200	151100	156150	160600	161450	164400	166350	171050	200800	185400	191900	197500	206150

Summarized from monthly reports of Nebraska Department of Labor, Division of Employment, Research and Statistics.

OMAHA SMSA

21 AGRICULTURAL Number Employed March



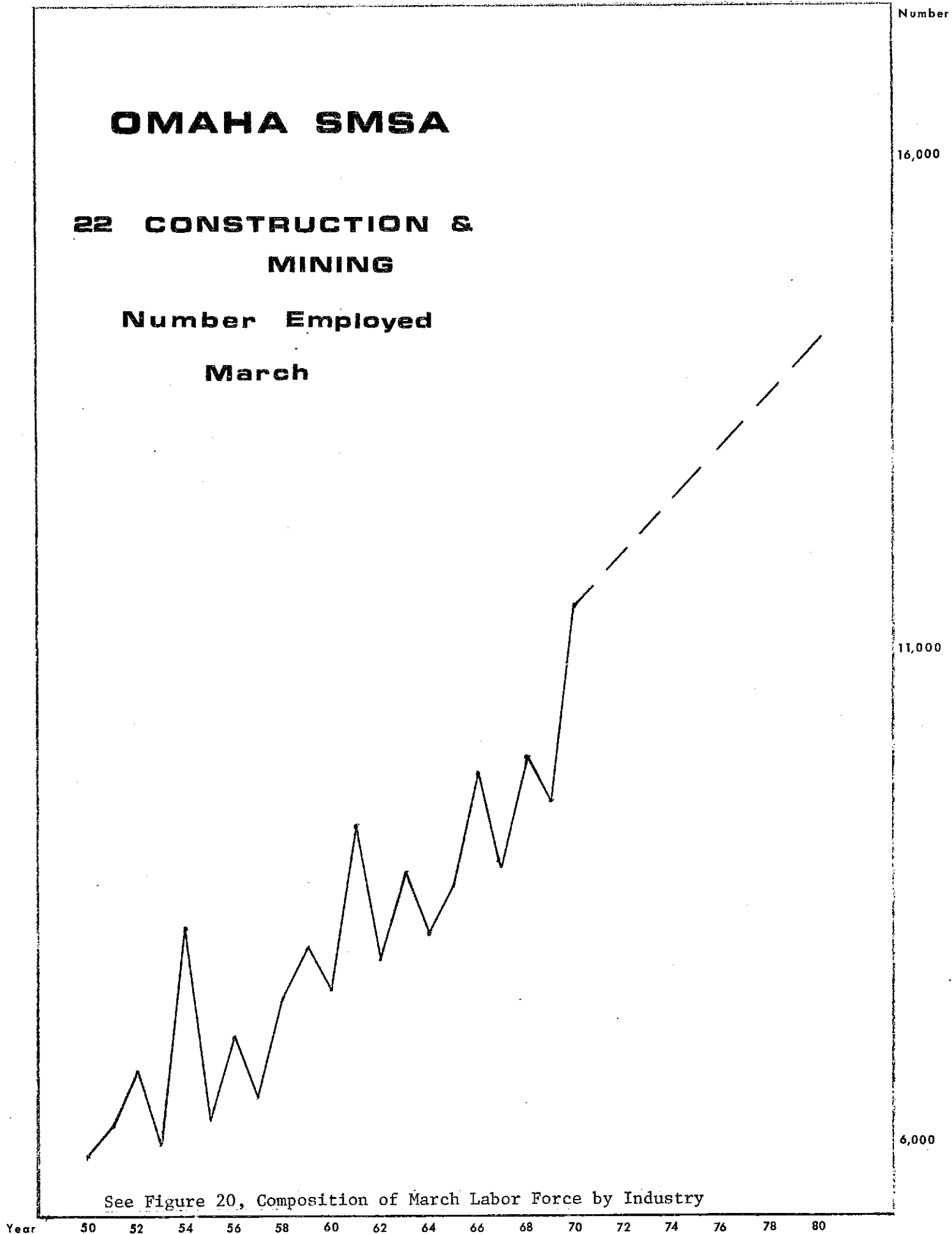
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

22 CONSTRUCTION & MINING

Number Employed

March



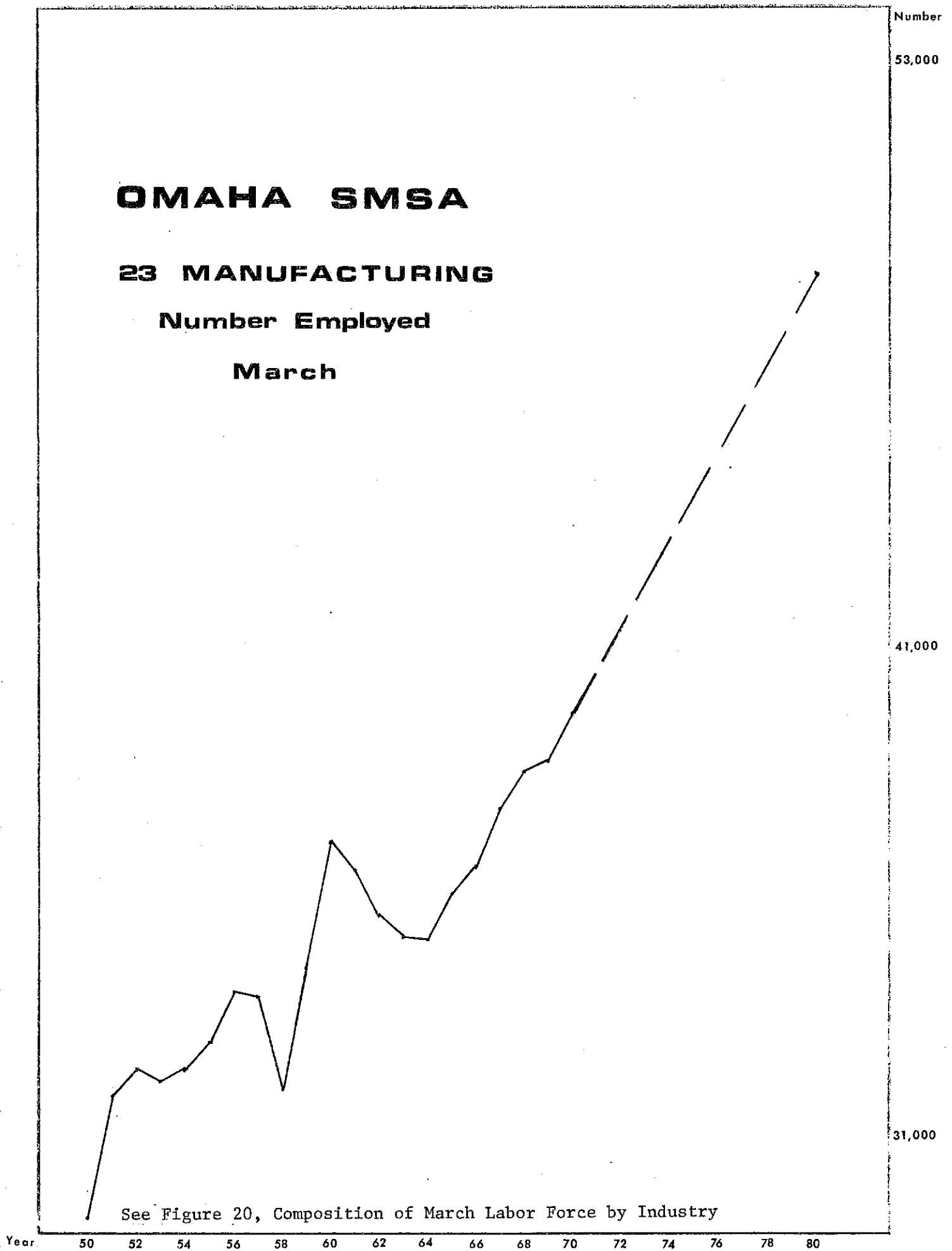
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

23 MANUFACTURING

Number Employed

March



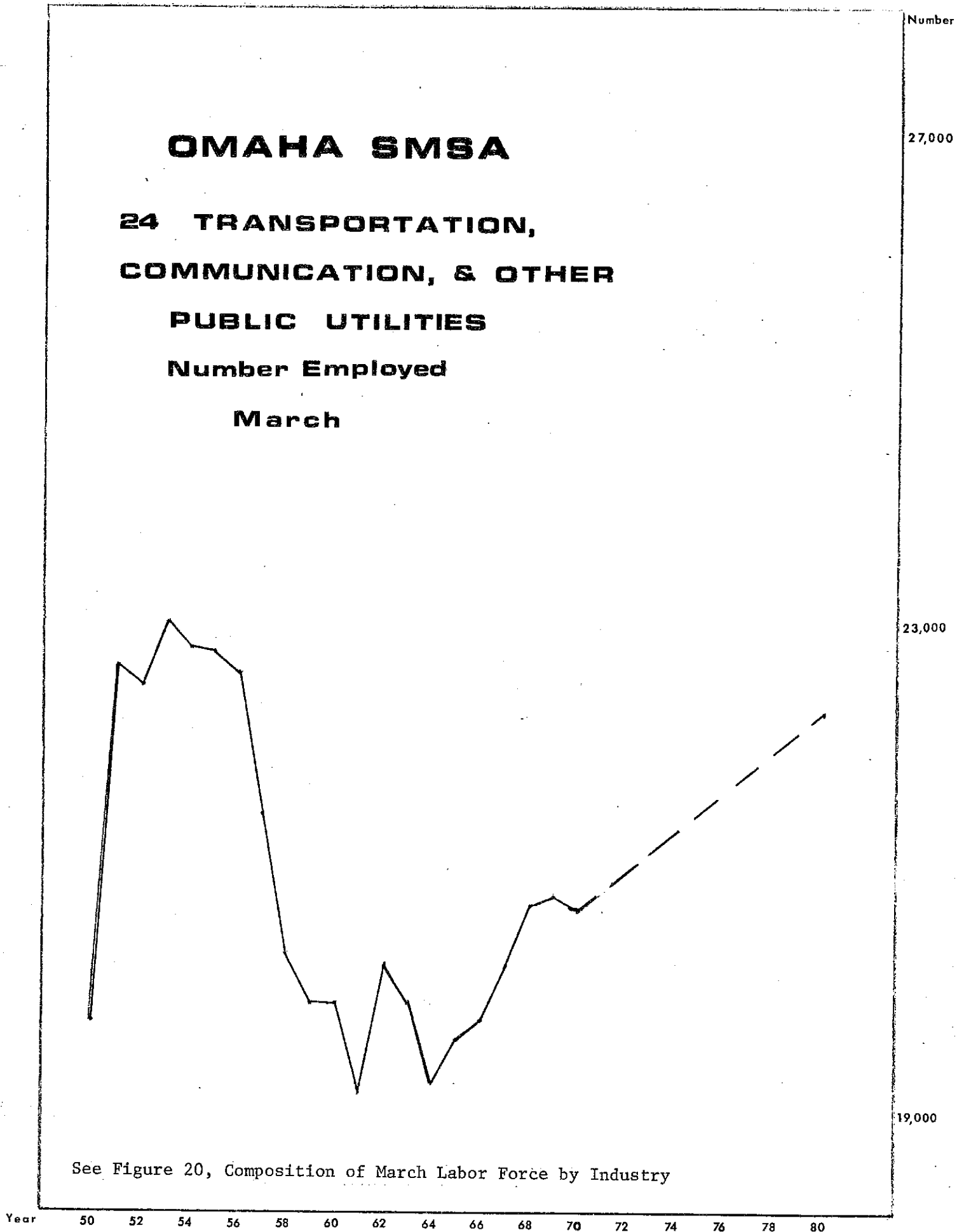
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

24 TRANSPORTATION, COMMUNICATION, & OTHER PUBLIC UTILITIES

Number Employed

March



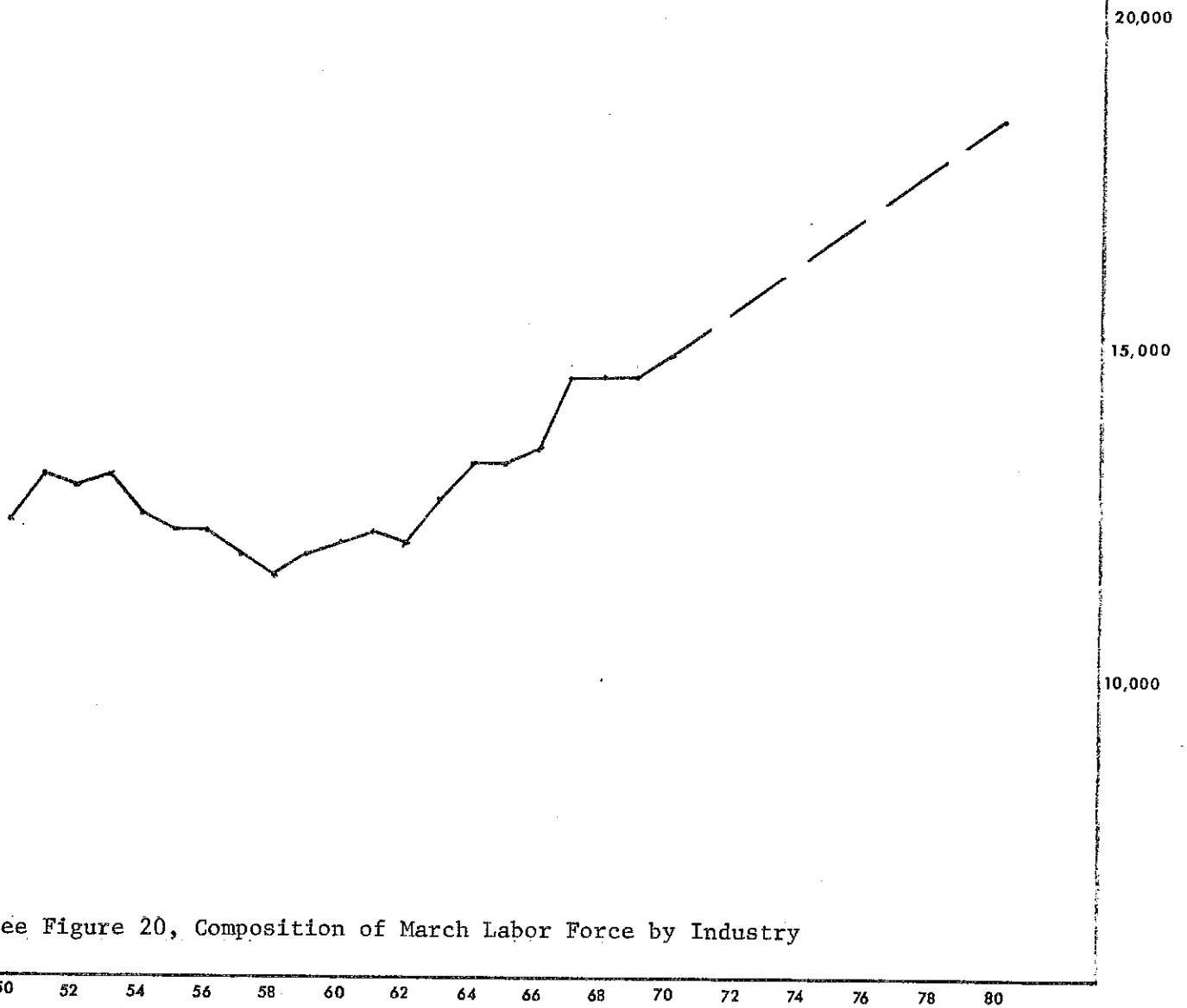
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

25 WHOLESALE TRADE

Number Employed

March



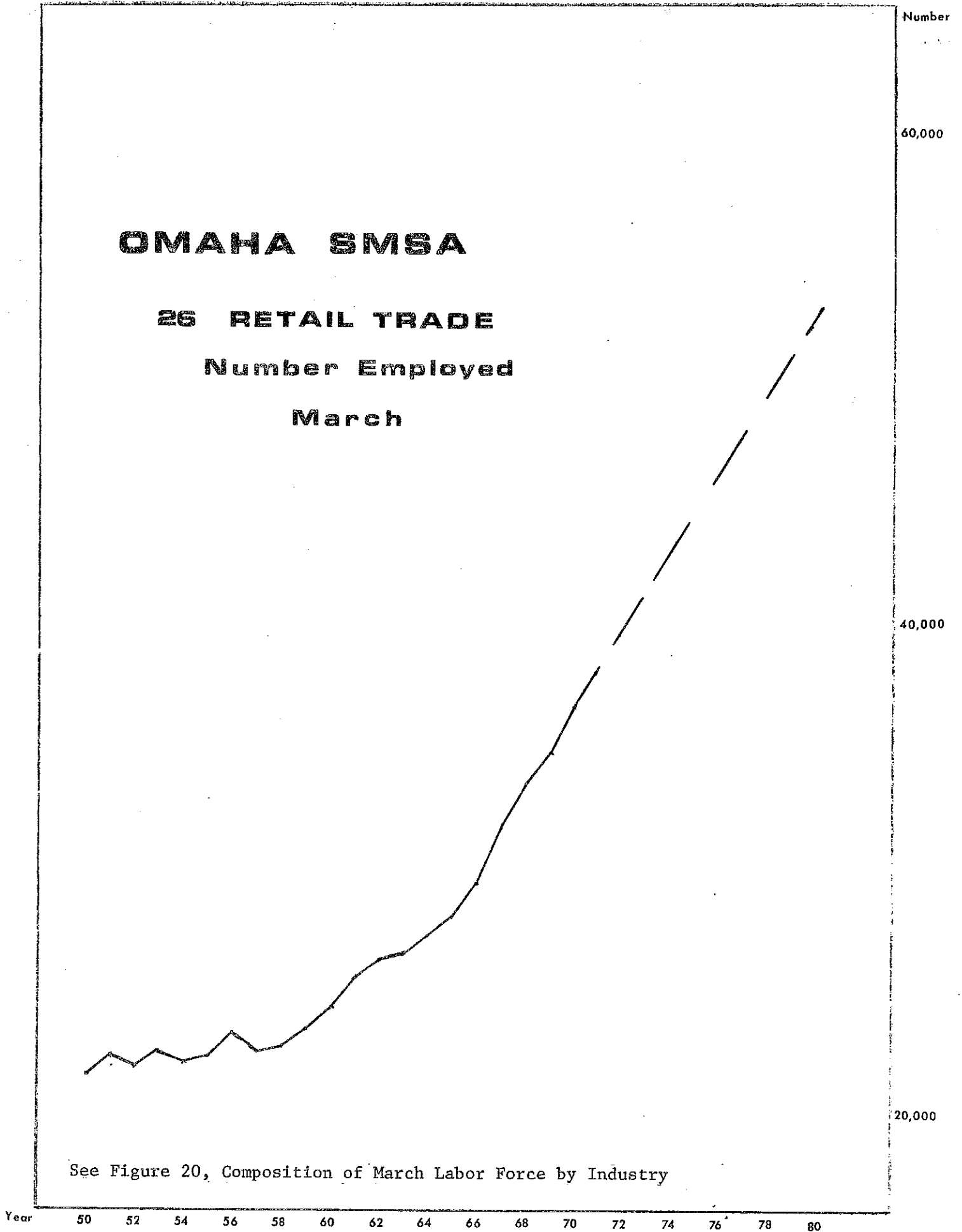
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

26 RETAIL TRADE

Number Employed

March



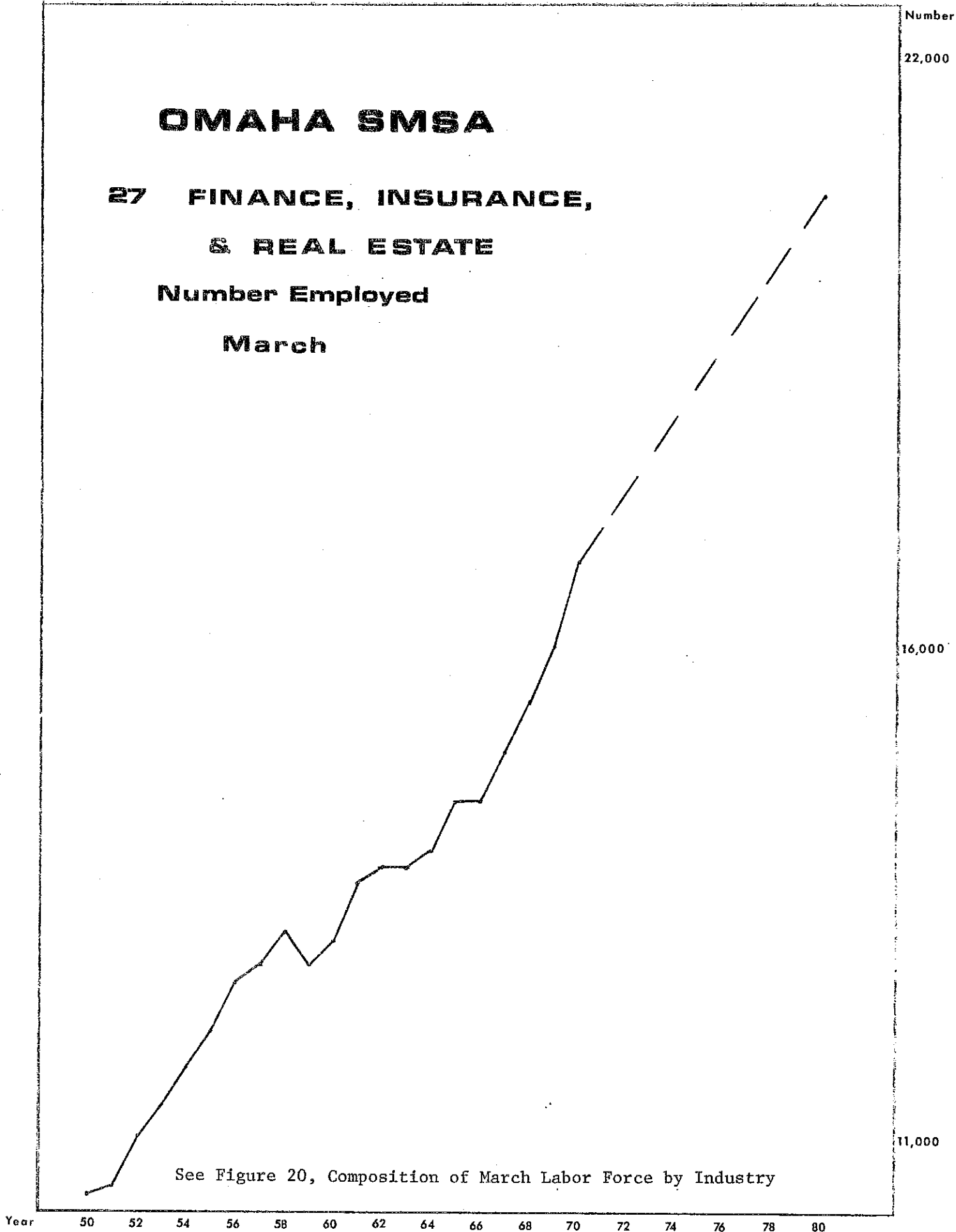
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

27 FINANCE, INSURANCE, & REAL ESTATE

Number Employed

March



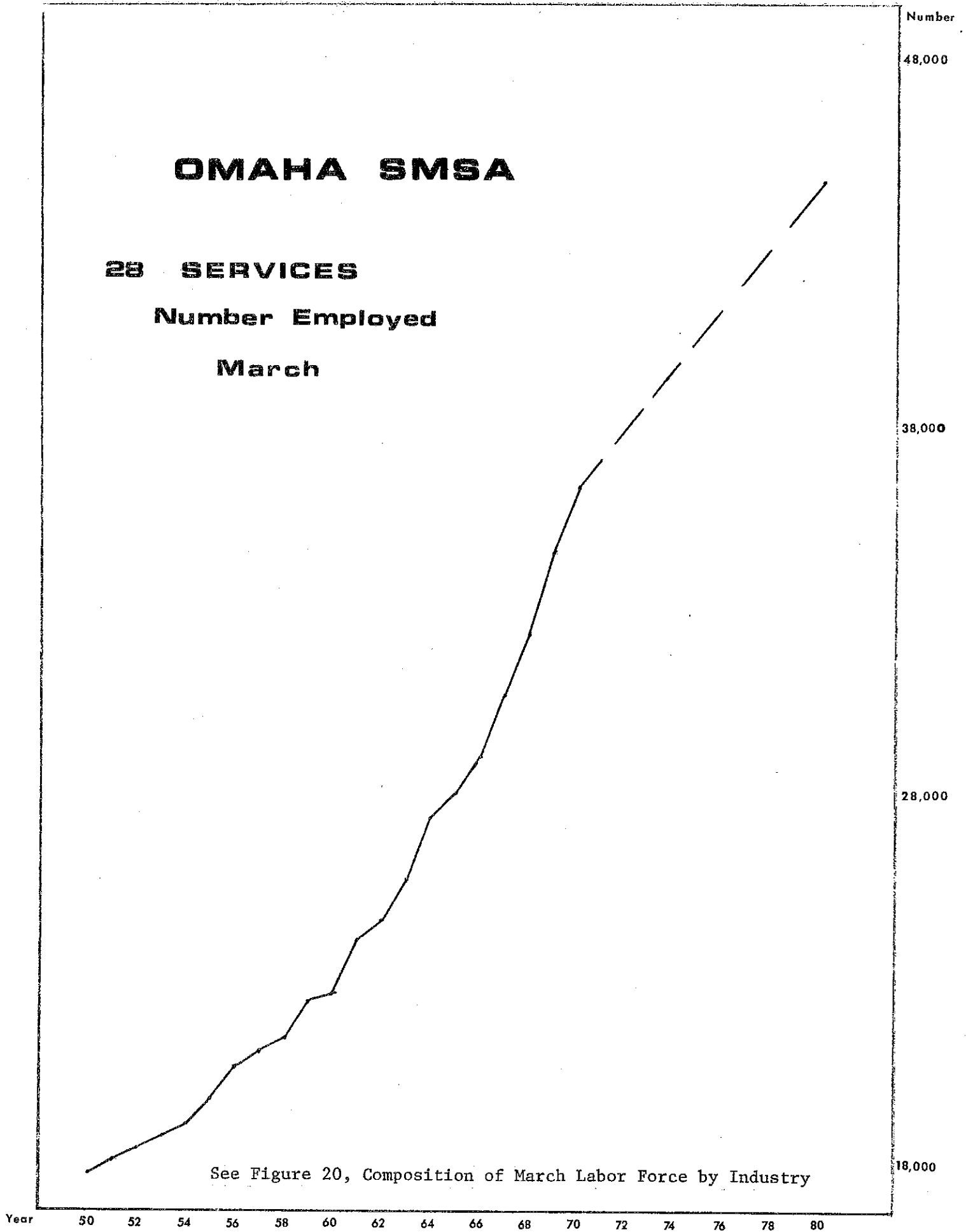
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

28 SERVICES

Number Employed

March



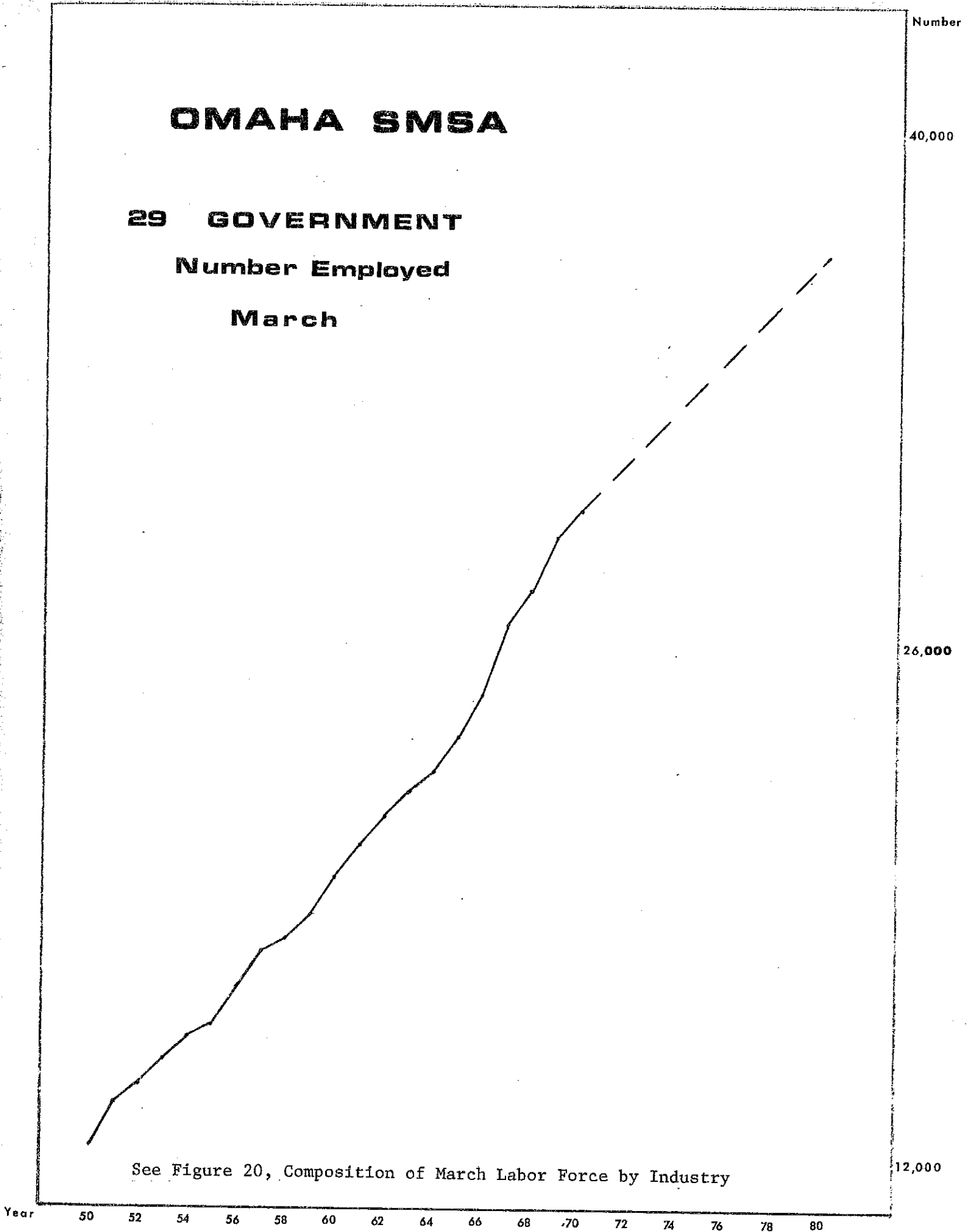
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

29 GOVERNMENT

Number Employed

March



See Figure 20, Composition of March Labor Force by Industry

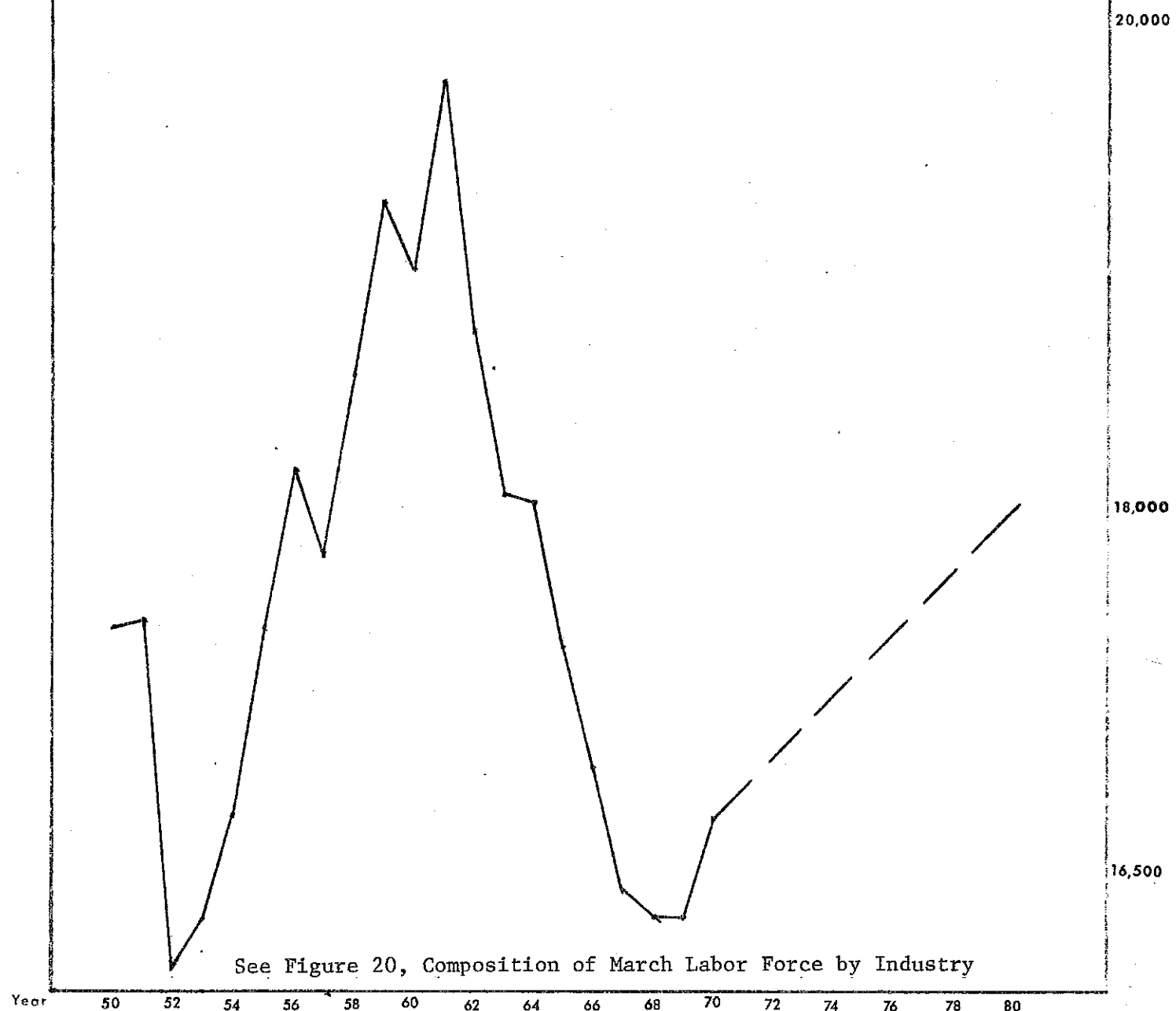
Number

OMAHA SMSA

30 NON-AGRICULTURAL, NON-WAGE-AND-SALARY

Number Employed

March



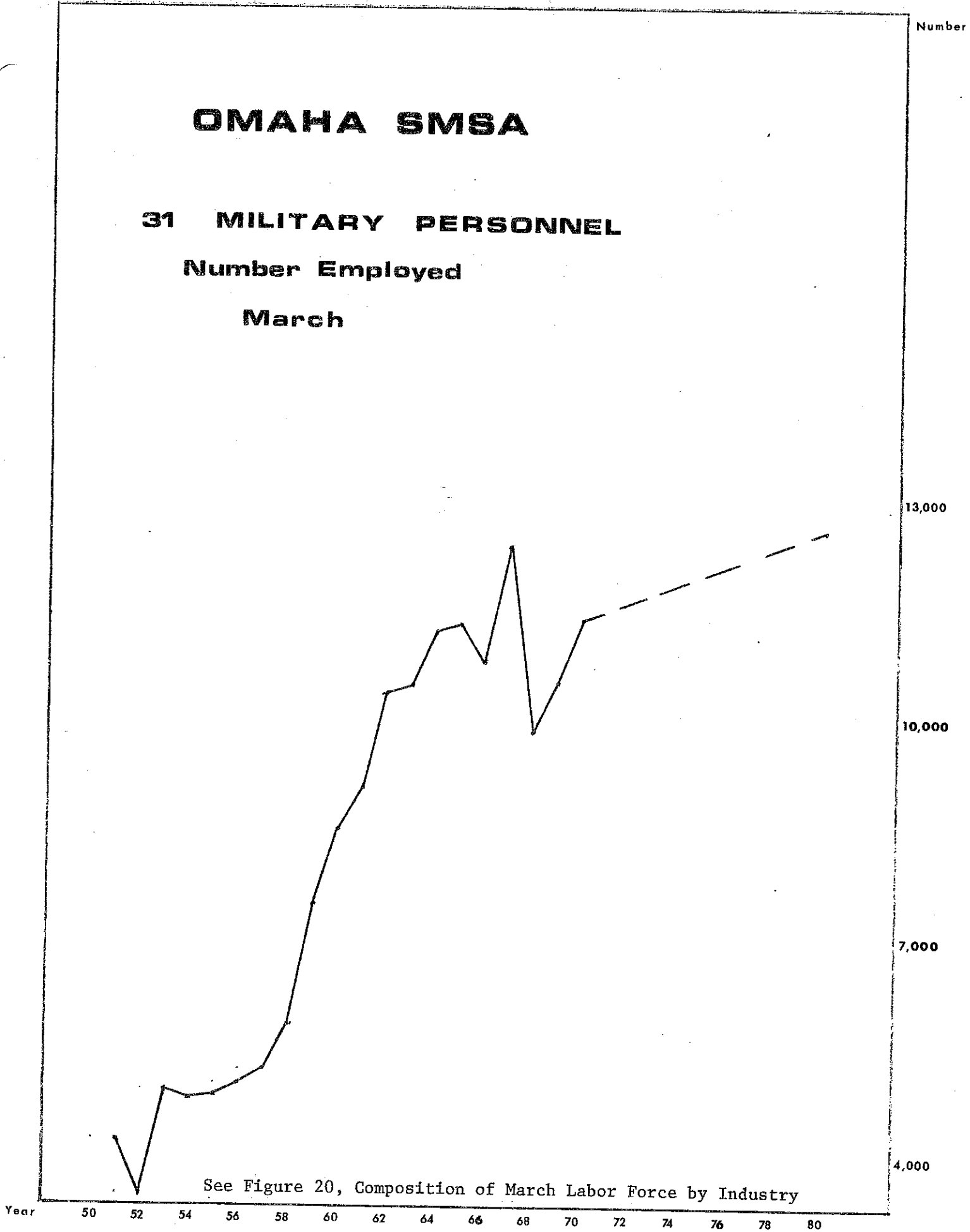
See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

31 MILITARY PERSONNEL

Number Employed

March



See Figure 20, Composition of March Labor Force by Industry

OMAHA SMSA

32 TOTAL - Cumulative, Graphs 1-11

Number Employed

March



See Figure 20, Composition of March Labor Force by Industry

FIGURE 33
 WORKER EXPANSION AND REPLACEMENT NEEDS BY SELECTED OCCUPATIONAL GROUPINGS
 AND RELATED TO AN ESTIMATED LEVEL OF EDUCATION

SELECTED OCCUPATIONS WAGE & SALARY EMPLOYEES	10/68 ⁽¹⁾ SURVEYED EMPLOYMENT	AVERAGE ANNUAL ⁽²⁾ 1970-80		ESTIMATED LEVEL OF EDUCATION ⁽³⁾						
		EXPANSION NEEDS	REPLACEMENT NEEDS	TOTAL	POST GRADUATE	COLLEGE 4 YR.	COLLEGE < 4 YR.	VOCATIONAL TRAINING	HIGH SCHOOL 4 YR.	HIGH SCHOOL < 4 YR.
1. PROFESSIONAL, TECHNICAL & MANAGERIAL										
1 Accountants/Auditors	1604	44	12	56	6	33	5	10	2	0
2 Administrative Assistants & Administrative Specialties	2722	104	39	143	15	60	20	44	4	0
3 Agriculture, Biological Social Science	162	19	4	23	20	3	0	0	0	0
4 Architectural	251	14	4	18	8	10	0	0	0	0
5 College Professors & Instructors	1140	76	9	85	72	13	0	0	0	0
6 Dietitians	71	7	3	10	0	10	0	0	0	0
7 Draftsmen	742	20	6	26	0	0	13	13	0	0
8 Engineers, Civil	970	11	2	13	2	11	0	0	0	0
9 Engineers, Electrical	877	30	8	38	6	32	0	0	0	0
10 Engineers, Mechanical	479	35	6	41	7	34	0	0	0	0
11 Engineers, Misc., Industrial, Chemical, Mining	384	15	3	18	3	15	0	0	0	0
12 Inspectors & Investigators	1104	10	9	19	0	4	8	4	3	0
13 Managers, Advertisement	110	9	2	11	1	8	2	0	0	0
14 Managers, Finance, Insurance, Real Estate	594	19	7	26	7	16	3	0	0	0
15 Managers, Sales & Distribution	1048	18	12	30	6	16	4	4	0	0
16 Managers in Manufacturing Industries	2723	56	21	77	10	55	7	5	0	0
17 Miscellaneous Managers & Officials	1001	18	7	25	4	14	4	3	0	0
18 Managers, Personnel & Training	531	13	2	15	3	10	1	1	0	0
19 Managers, Public Administration & Officials	402	5	6	11	3	8	0	0	0	0
20 Managers, Service Industry	694	25	6	31	2	10	10	9	0	0
21 Managers, Transportation, Community Utilities	966	22	11	33	6	19	4	4	0	0
22 Managers, Wholesale & Retail Trade	1223	14	8	22	2	14	3	3	0	0
23 Nurses, Registered	3171	171	146	317	10	97	210	0	0	0
24 Nurses, Licensed Practical	999	71	44	115	0	0	0	115	0	0
25 Pharmacists	389	22	5	27	27	0	0	0	0	0
26 Programming	493	48	5	53	16	21	5	11	0	0
27 Social & Welfare Work	275	10	6	16	8	8	0	0	0	0
28 Surveyors	238	5	4	9	0	0	9	0	0	0
29 Teachers, Elementary & Kindergarten	4998	250	62	312	20	292	0	0	0	0
30 Teachers, Secondary School	2953	192	38	230	46	184	0	0	0	0
31 Teachers, Deaf, Blind & Vocational Education	513	43	7	50	15	25	0	10	0	0
TOTAL	33827	1396	504	1900	325	1022	308	236	9	0

FIGURE 33 (Cont.)
 WORKER EXPANSION AND REPLACEMENT NEEDS BY SELECTED OCCUPATIONAL GROUPINGS
 AND RELATED TO AN ESTIMATED LEVEL OF EDUCATION

SELECTED OCCUPATIONS	10/68 SURVEYED EMPLOYMENT	AVERAGE ANNUAL 1970-80			ESTIMATED LEVEL OF EDUCATION					
		EXPANSION NEEDS	REPLACEMENT NEEDS	TOTAL	POST GRADUATE	COLLEGE 4 YR.	COLLEGE < 4 YR.	VOCATIONAL TRAINING	HIGH SCHOOL 4 YR.	HIGH SCHOOL < 4 YR.
2. CLERICAL & SALES										
1 Bookkeepers	3460	38	30	68	0	12	18	25	13	0
2 Cashiers	1093	28	11	39	0	0	8	18	13	0
3 Clerk, Computing, Accounting (not elsewhere classified)	7139	121	71	192	0	10	40	90	52	0
4 Clerk, File	916	20	19	39	0	0	10	15	14	0
5 Clerk, Gen., Steno., Typist, Filing & Miscellaneous Office Machine Operators	7957	243	123	366	0	0	51	200	85	30
6 Clerk, Personnel	308	27	8	35	0	0	8	15	9	3
7 Clerk, Shipping & Receiving	1105	16	4	20	0	0	4	8	5	3
8 Clerk, Stock & Related Work	2781	59	23	82	0	0	8	20	40	14
9 Clerk Typists	5292	57	40	97	0	0	20	45	27	5
10 Data Processing Operators	1584	69	26	95	0	0	20	60	15	0
11 Secretaries	3217	85	43	128	0	10	35	53	30	0
12 Stenographers	1920	29	16	45	0	0	10	30	5	0
13 Tellers	916	27	25	52	0	0	10	25	17	0
14 Sales Clerks	4638	150	90	240	0	10	40	95	65	30
15 Sales Routemen	689	9	2	11	0	0	0	0	9	2
16 Salesmen, Beverage & Tobacco	1688	43	11	54	0	5	18	8	13	10
17 Salesmen, Commodities (not elsewhere classified)	3208	82	29	111	0	20	35	25	20	11
18 Salesmen, Machine Equipment & Supplies	171	23	3	26	2	8	8	2	3	3
19 Salesmen, Merchandising Occupations (not elsewhere class.)	775	16	5	21	1	5	5	3	6	1
20 Salesmen, Printing & Advertising	258	6	2	8	1	2	2	2	1	0
21 Salesmen, Textile	1805	11	1	12	1	2	4	2	2	1
22 Salesmen, Transportation Equipment	761	13	5	18	1	5	4	4	3	1
TOTAL	51681	1172	587	1759	6	89	358	745	447	114
3. SERVICE										
1. Attendants, Hospital, etc.	3409	143	203	346	0	0	20	20	156	150
2. Beauticians (cosmetologists)	836	34	16	50	0	0	0	50	0	0
3. Chefs & Cooks (except private family)	2511	48	58	106	0	0	0	41	35	30
4. Cooks, Miscellaneous (except domestic)	235	8	7	15	0	0	0	0	4	11
5. Food & Beverage Preparation, Miscellaneous	539	19	14	33	0	0	0	5	6	22
6. Guards & Watchmen	1069	103	36	139	0	0	0	0	69	70
7. Building Custodians	4397	133	115	248	0	0	0	0	90	158
8. Kitchen Workers (not elsewhere classified)	2083	40	24	64	0	0	0	0	10	54
9. Laundering	626	14	15	29	0	0	0	5	4	20
10. Pressing	362	8	6	14	0	0	0	4	4	6
TOTAL	16067	550	494	1044	0	0	20	125	378	521

FIGURE 33 (Cont.)
 WORKER EXPANSION AND REPLACEMENT NEEDS BY SELECTED OCCUPATIONAL GROUPINGS
 AND RELATED TO AN ESTIMATED LEVEL OF EDUCATION

SELECTED OCCUPATIONS	10/68 SURVEYED EMPLOYMENT	AVERAGE ANNUAL 1970-80			ESTIMATED LEVEL OF EDUCATION					
		EXPANSION NEEDS	REPLACEMENT NEEDS	TOTAL	POST GRADUATE	COLLEGE 4 YR.	COLLEGE < 4 YR.	VOCATIONAL TRAINING	HIGH SCHOOL 4 YR.	HIGH SCHOOL < 4 YR.
4. PROCESSING										
1. Cooking & Baking	808	6	10	16	0	0	0	6	5	5
2. Coremakers & Molders	161	22	30	52	0	0	0	10	32	10
3. Food Processing (not elsewhere classified)	1966	34	10	44	0	0	0	0	10	34
4. Processing of Chemicals, Plastics, Synthetics (not elsewhere classified)	1137	21	47	68	0	0	0	10	20	38
5. Slaughtering, Breaking, Curing & Related Occupations	1929	23	4	27	0	0	0	0	7	20
TOTAL	6001	106	101	207	0	0	0	26	74	107
5. MACHINE TRADES (No breakdown available)										
	12058	189	191	380	0	0	0	200	100	80
6. BENCH WORK										
1. Assembly, Fabrication & Repair of Electrical Equipment	2321	27	40	67	0	0	0	20	30	17
2. Assembly, Fabrication & Repair of Wood Products	180	10	3	13	0	0	0	3	4	6
3. Assembly & Repair of Radio & T.V. Equipment	280	18	34	52	0	0	0	27	20	5
4. Fabrication & Repair of Scientific Apparatus	1201	42	13	55	0	0	0	30	25	0
5. Fabrication & Repair of Textiles	283	15	18	33	0	0	0	12	10	11
6. Fabrication, Assembly & Repair of Metal Products	2495	34	13	47	0	0	0	15	25	7
TOTAL	6760	146	121	267	0	0	0	107	114	46
7. STRUCTURAL WORK										
1. Cement & Concrete Finishers & Related Work	656	49	30	79	0	0	0	0	50	29
2. Construction Machine Operators	1220	19	38	57	0	0	0	0	43	14
3. Electrical Assembly, Installing & Repairing	3705	37	54	91	0	0	18	0	67	6
4. Miscellaneous Construction Occupations (not elsewhere class.)	4743	90	142	232	0	0	20	0	132	80
5. Miscellaneous Structural Occupations (not elsewhere class.)	2339	49	67	116	0	0	10	0	70	36
6. Welder & Flame Cutters	1200	34	22	56	0	0	0	10	30	16
TOTAL	13863	278	353	631	0	0	48	10	392	181

FIGURE 33 (Cont.)
 WORKER EXPANSION AND REPLACEMENT NEEDS BY SELECTED OCCUPATIONAL GROUPINGS
 AND RELATED TO AN ESTIMATED LEVEL OF EDUCATION

SELECTED OCCUPATIONS	10/68 SURVEYED EMPLOYMENT	AVERAGE ANNUAL 1970-80			ESTIMATED LEVEL OF EDUCATION					
		EXPANSION NEEDS	REPLACEMENT NEEDS	TOTAL	POST GRADUATE	COLLEGE 4 YR.	COLLEGE <4 YR.	VOCATIONAL TRAINING	HIGH SCHOOL 4 YR.	HIGH SCHOOL < 4 YR.
8. MISCELLANEOUS OCCUPATIONS										
1 Moving, Storing & Handling Occupations	4846	169	178	347	0	0	0	0	147	200
2 Packing, Filling & Sorting	1493	59	34	93	0	0	0	0	30	63
3 Packing & Handling Occupations (not elsewhere classified)	1547	42	8	50	0	0	0	0	15	35
4 Truck Driver, Heavy	1391	47	33	80	0	0	0	5	55	20
5 Truck Driver, Light	1846	89	102	191	0	0	0	0	81	110
6 Truck Driver, Tractor & Trailer	1128	80	54	134	0	0	0	15	84	35
TOTAL	12251	486	409	895	0	0	0	20	412	463
9. NON-AGRICULTURAL NON-WAGE & SALARY										
	No									
Professional & Self Employed	Survey	130	100	230	40	80	60	20	20	10
Non-Salaried Workers		0	0	0	0	0	0	0	0	0
Domestic Workers	Made (4)	0	0	0	0	0	0	0	0	0
TOTAL	↓	130	100	230	40	80	60	20	20	10
10. AGRICULTURAL WORKERS		(50)	50	0	0	0	0	0	0	0
11. UNIFORMED MILITARY		125	N/A (5)	125	12	38	0	0	63	12
TOTAL ALL MAJOR OCCUPATIONAL GROUPS		4528	2910	7438	383	1229	794	1489	2009	1534

(1) 10/68 Surveyed Employment is from Nebraska Department of Labor, Manpower Outlook Survey, December 1969.

(2) For Average Annual Expansion & Replacement Needs, see Table 43.

(3) Estimated Level of Education is an estimate made by Center for Urban Affairs. (See text for more complete explanation.)

(4) Nebraska Department of Labor did not include in the survey the occupational categories of (9) Non-Agricultural Non-Wage & Salary, (10) Agricultural Workers and (11) Uniformed Military. The Center for Urban Affairs has estimated these figures so that occupation figures will be representative of the total Omaha SMSA.

(5) Not available.

FIGURE 34

INPUT-OUTPUT MODEL SHOWING RELATIONSHIP OF EDUCATION TO MANPOWER

OUTSIDE THE SYSTEM		OMAHA SMSA AS AN EDUCATION-MANPOWER SYSTEM			
1	2	3	4	5	6
POTENTIAL AVAILABLE		ESTIMATED FULL TIME STUDENT INPUT	LESS TRANSFERS TO OTHER SECTORS	NET AVAILABLE	ESTIMATED EXPANSION & REPLACEMENT NEEDS
OUTSTATE NEBRASKA	UNIVERSITY OF NEBRASKA (LINCOLN)				AVERAGE PER YEAR 1970-1980
--	160	Ph.D. 0			
--	146	Professional Degree 255	To higher degree 55		
208	657	Masters Degree 278	From not in work force (5)	483	383 Post graduate.
2918	2077	4 yr. graduates 2031	To higher degree 533 To not in work force 300 From not in work force (200)	1398	1229 Four year college graduate.
--	--	Less than 4 years of college:			
--	--	1. 2-yr. degree 67	To not in work force 900		
725	11	2. Nurses (2&3 yr) 311	Cohort factor 400		
70	95	3. Not completing 1530	From not in work force (300)	908	794 Less than four years of college.
5193	2973				
--	--	Vocational school graduates 2442	To not in work force 300	2142	1489 Vocational training.
--	--	High school graduates 7917	To college 3628 To vocational school 1400 To not in work force 1400 From not in work force (600)	2089	2009 High school graduate.
--	--	High school dropouts 1829	To vocational school 1000 To not in work force 800 From not in work force (400)	429	1534 Less than four years of high school.
		16,660	9,211	7,449	7,438 Total

NOTES FOR FIGURE 34

Column 1: Those receiving college degrees from Figure 7, nurses from Figure 10, not completing college from Figure 2 (full time students only).

Column 2: Same as Column 1.

Column 3: Same as Column 1 down to vocational school graduates. These are from Figure 14. High school graduates from Figure 12; high school dropouts from Figure 13.

Column 4: a) "To higher degree (Post Graduates)" estimated at 20% of Masters degree (278 x 20%) = 55.

b) "To higher degree (Graduates)" total 255 + 278 = 533 from Column 3.

c) "To not in work force" represents those from the educational system who go into this category. Special DOL Reprint No. 2636, "Persons Not in the Labor Force." Estimate by CUA as follows:

4-yr college graduate	300
Less than 4 yr college	900
Vocational school	300
High school graduate	1400
High school dropout	<u>800</u>

Total 3700

This is 3700/16700 = 22% of total student population. On a national basis for persons 16 years of age and over, who were not confined to institutions, the 1968 figures were as follows:

Civilian work force	78.7 M	58.0%
Armed forces	3.5 M	2.6%
Students	7.0 M	5.2%
Not in the work force	46.3 M	34.2%
Total	135.5 M	100.0%

Chart 1 of DOL Reprint No. 2636 cited above indicates a large proportion of persons not in the work force are in older age groups than those that students would fall into. Therefore, our estimate of 22% is considered the mean with 34.2% the maximum and a possible 10% derived from studying Figure 8 of this report the minimum. We consider this a large margin of error but could find no other local or national statistics to further refine our prediction.

d) "From not in work force" our estimate is as follows:

Post graduate	5
4-yr college graduate	200
Less than 4 years of college	300
High school graduate	600
High school dropout	<u>400</u>

Total 1505

Compares with L. A. Danton's Figure 1350 (1967): See "The Potential Additional Supply of Labor Available to the Omaha SMSA."

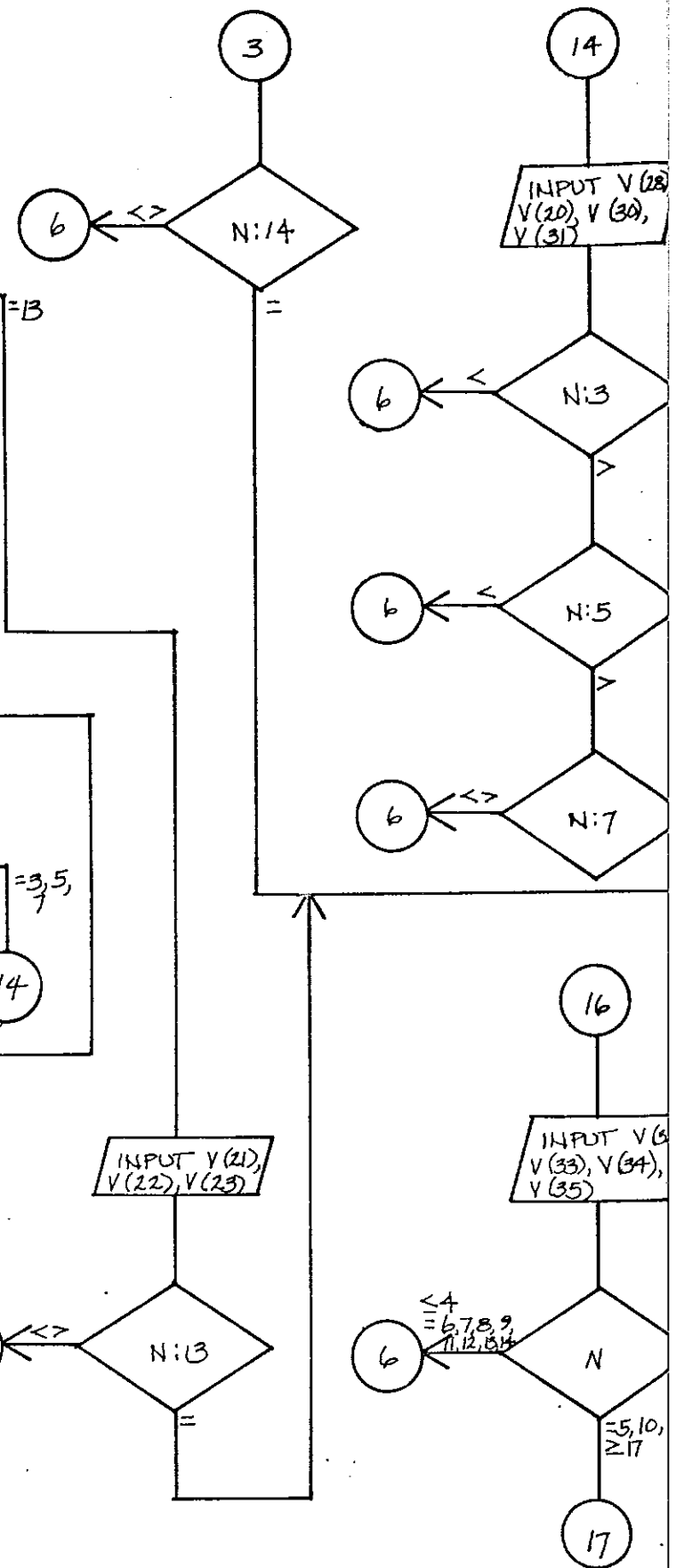
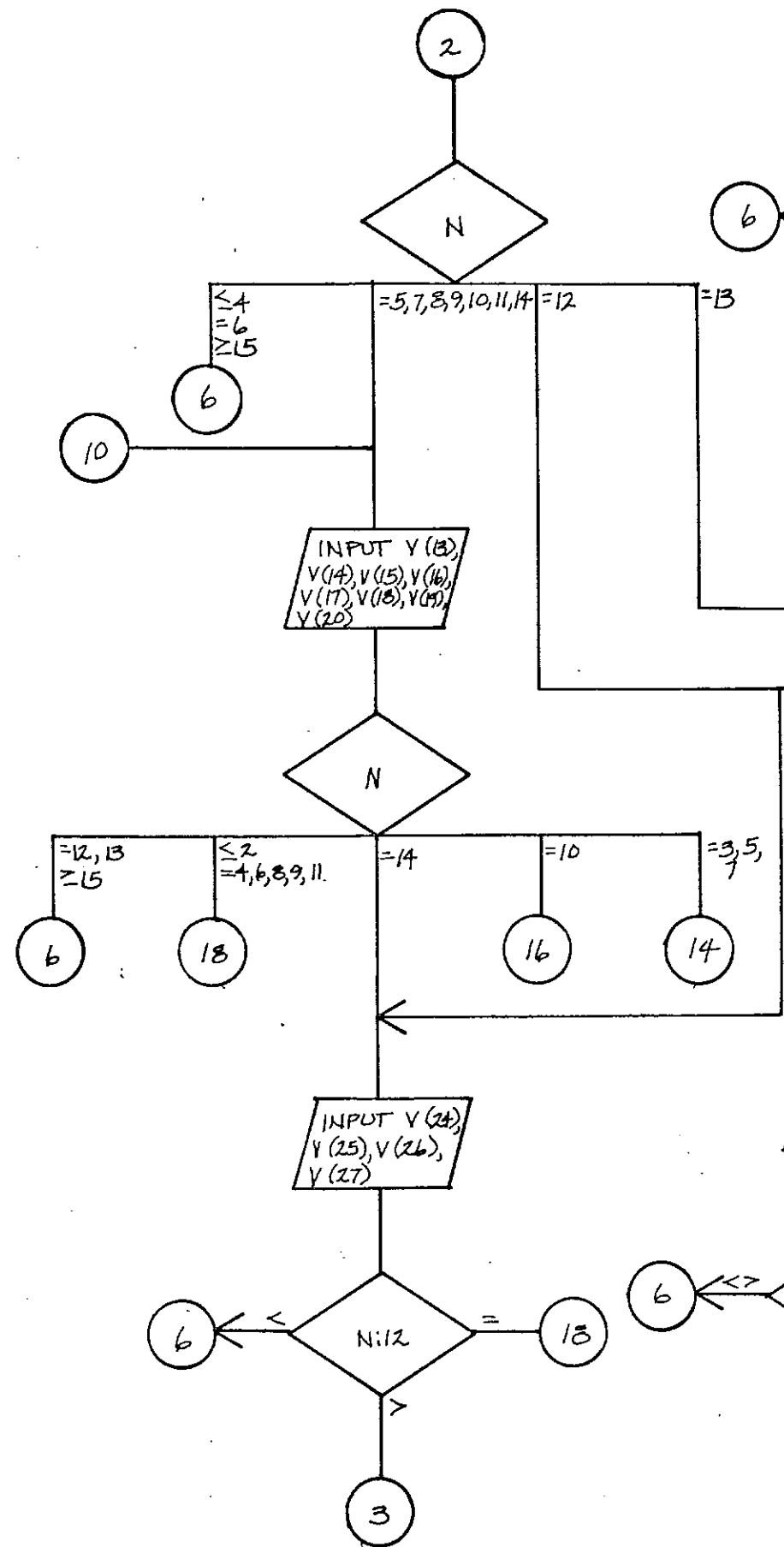
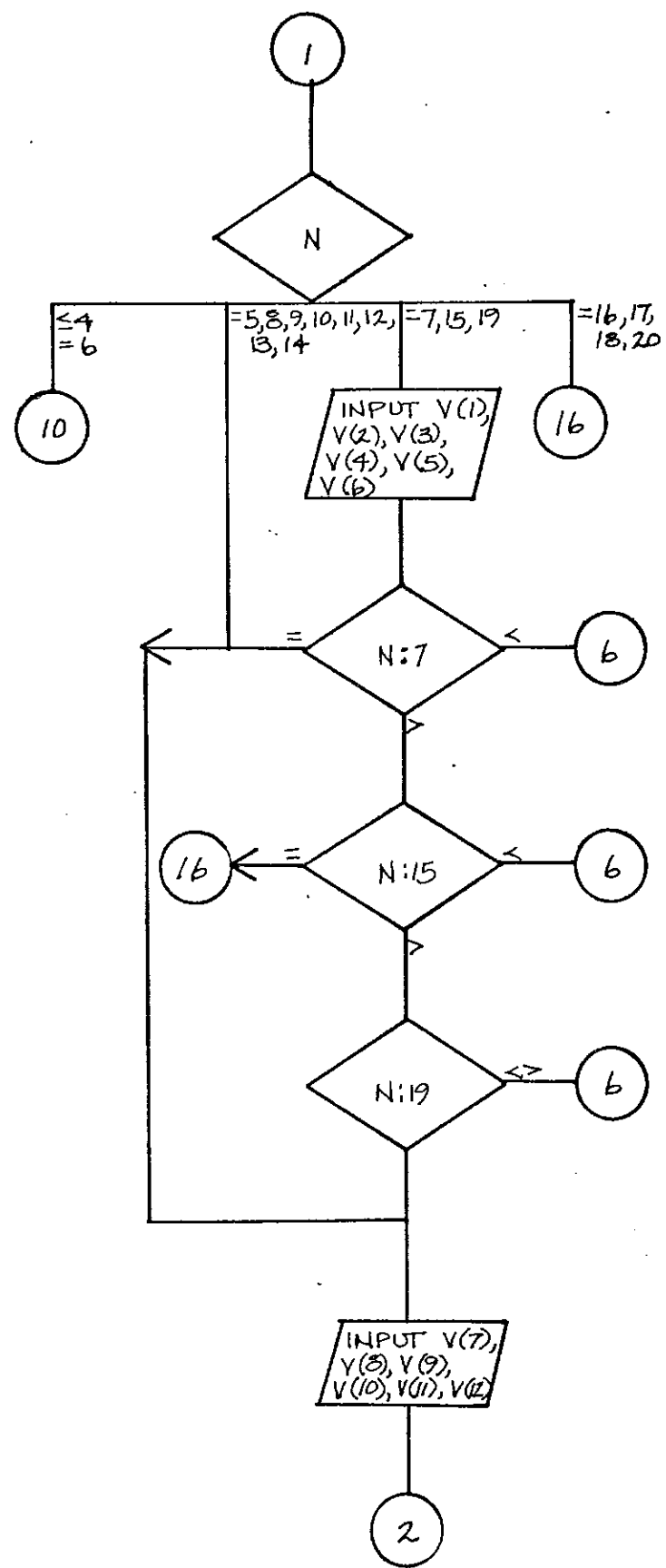
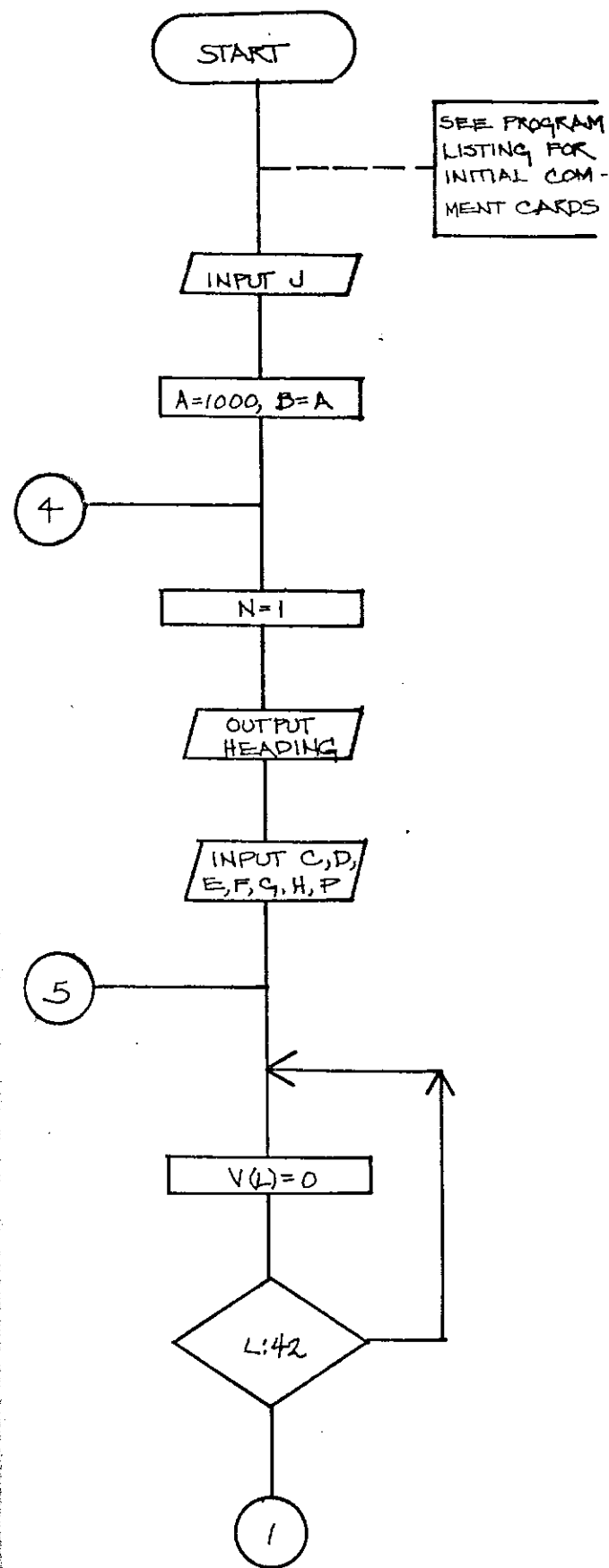
e) Cohort factor of 400 is used to offset distortion caused by the fact that we are not using cohort groups to estimate attrition rates of college graduates.

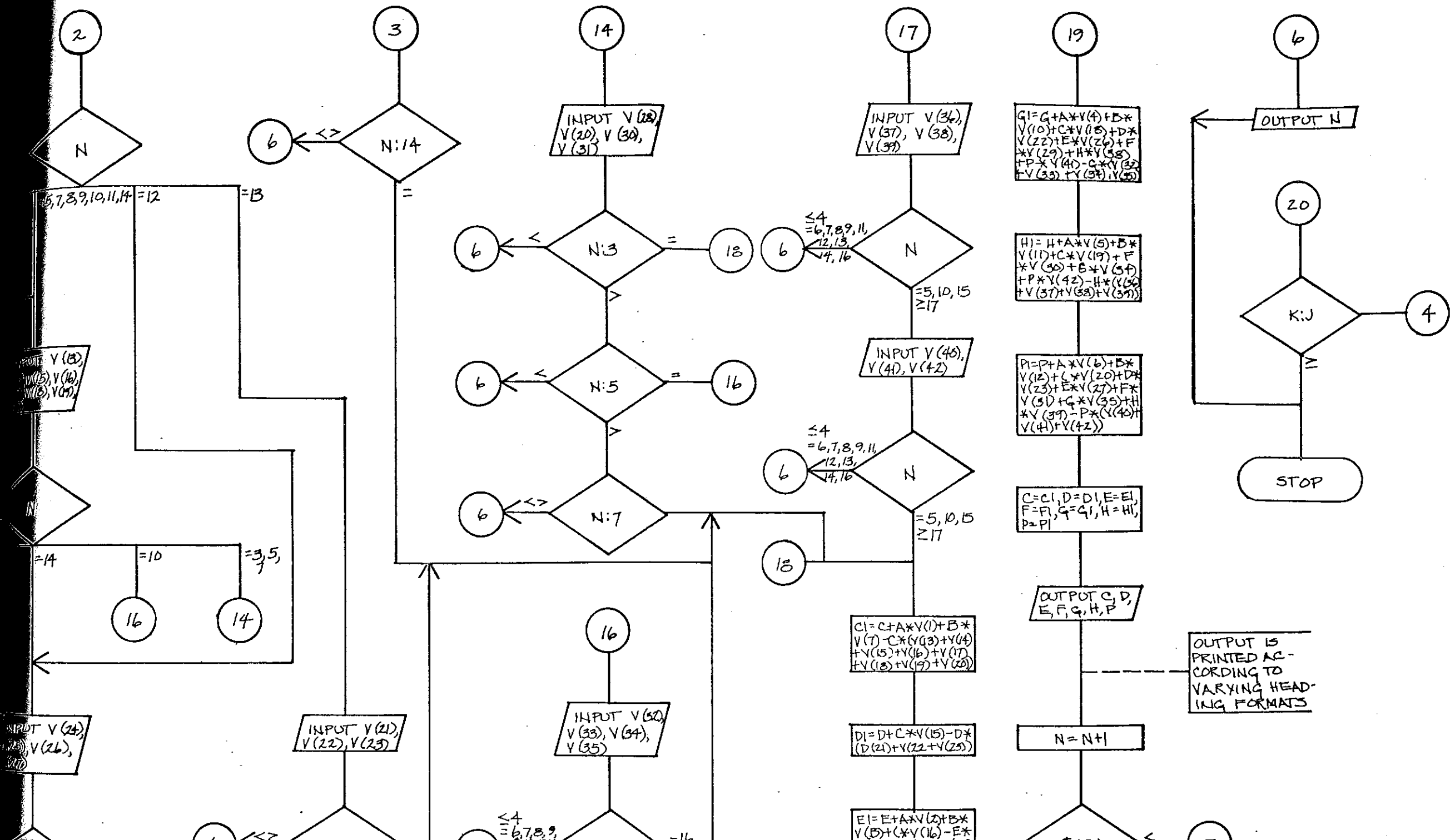
f) To college (high school graduate) 3628. See Figure 2.

g) To Vocational School estimated:

1400 from high school graduates
1000 from high school dropouts

h) Column 5 "Not Available" is derived from Column 3 figures minus Column 4 figures.





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* Source listings marked with an asterisk are materials available in the CUA Data Bank.