

CORPORATE LEADERSHIP FOR PUBLIC EDUCATION

PRESENTED TO THE
1986 STATE POLICY SEMINAR
EDUCATION POLICY FELLOWSHIP PROGRAM OF
THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

LEADERSHIP: NOT A TRIVIAL PURSUIT

REMARKS BY
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AMERICAN CAN COMPANY

SHERATON CENTRE HOTEL
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IEL-SHERATON CENTRE

I STAND BEFORE YOU AS A SATISFIED CONSUMER.

TWO FORMER FELLOWS OF THE INSTITUTE FOR
EDUCATIONAL LEADERSHIP HOLD KEY POSITIONS AT
THE AMERICAN CAN COMPANY FOUNDATION. RAY
REISLER IEL CLASS OF '79 IS OUR ASSOCIATE
DIRECTOR. MIGUEL GARCIA IEL CLASS OF '85 IS
THE ANALYST FOR OUR NATIONAL THEMES PROGRAM.

JULIE LATZER ALSO OF THE IEL CLASS OF '85
PROVIDES STAFF SUPPORT TO ME IN MY CAPACITY
AS CHAIRMAN OF THE NEW YORK CITY PARTNERSHIP
EDUCATION COMMITTEE.

IEL-SHERATON CENTRE

DAN MERENDA, IEL CLASS OF '79 RUNS THE
NATIONAL SCHOOL VOLUNTEER PROGRAM WHICH IS
THE RECIPIENT OF THE LARGEST NATIONAL THEME
GRANT OUR FOUNDATION HAS GIVEN THUS FAR,

AND, OF COURSE, OUR WORK WITH YOUR LEADER,
MIKE USDAN - I WON'T TELL YOU HIS CLASS YEAR -
HAS BEEN ENORMOUSLY SATISFYING AND PRODUCTIVE.

IT IS BECAUSE I HAVE THIS FIRSTHAND KNOWLEDGE
OF YOUR ORGANIZATION AND ITS PEOPLE THAT I AM
PARTICULARLY DELIGHTED TO BE HERE TODAY.

IEL-SHERATON CENTRE

I WANT TO PREFACE MY REMARKS THIS AFTERNOON
BY NOTING THAT WHENEVER WE DISCUSS EDUCATIONAL
LEADERSHIP, WE TEND TO TALK ABOUT POLITICAL
LEADERS, BUSINESS LEADERS, SCHOOL BOARDS AND
ADMINISTRATORS, COMMUNITY ORGANIZATIONS AND
PROFESSIONAL ORGANIZATIONS. BUT WE TEND TO
FORGET THE LEADERSHIP THAT OCCURS INSIDE THE
CLASSROOM -- THE PERSONAL LEADERSHIP AND
GUIDANCE PROVIDED BY TEACHERS WHO CARE ABOUT
THEIR STUDENTS, WHO TAKE GREAT PRIDE AND JOY
IN THEIR WORK, BUT WHOSE LEADERSHIP IMPACT MAY
NOT BE FELT -- OR RECOGNIZED -- UNTIL LONG
AFTER THE STUDENT HAS GRADUATED.

IEL-SHERATON CENTRE

IN MY MIND, A CONFERENCE ON THE LEADERSHIP
FACTORS IN EDUCATION POLICY IS LONG OVERDUE.
BUT AS WE LOOK AT THE ISSUES INVOLVED IN
EDUCATIONAL LEADERSHIP, LET US ALSO PLEDGE
TO OURSELVES THAT WE WILL NOT OVERLOOK THE
LEADERSHIP ROLE OUR TEACHERS PLAY IN OUR
LIVES AND OUR SOCIETY -- AND HOW INDEBTED SO
MANY OF US ARE TO SO MANY OF THEM.

IEL-SHERATON CENTRE

YOU HAVE GIVEN ME A BROAD MANDATE: TO DISCUSS
THE CORPORATE ROLE IN SUPPORTING EDUCATION
AND THE LEADERSHIP FACTOR IN ENCOURAGING
SUPPORT FOR EDUCATION. I HAVE DECIDED TO
SCALE DOWN THAT MANDATE AND DISCUSS TWO
ISSUES.

FIRST, THE NEED TO CLARIFY THE ROLE THE
BUSINESS COMMUNITY CAN PLAY IN PUBLIC EDUCATION;
AND IN SO DOING I WANT TO MAKE SOME SPECIFIC
STATEMENTS ABOUT THE APPROPRIATE ROLE OF THE
PRIVATE SECTOR WITH RESPECT TO A BROAD RANGE
OF DOMESTIC SOCIAL ISSUES.

IEL-SHERATON CENTRE

SECOND, I WANT TO TOUCH UPON THE NEED TO VIEW
PUBLIC EDUCATION WITHIN THE CONTEXT OF THE
OTHER SOCIAL PROBLEMS THAT IMPINGE UPON THE
EDUCATIONAL PROCESS; TO HELP CLARIFY JUST WHAT
WE WANT OUR SCHOOLS TO ACHIEVE AND TO MAKE
SURE WE DO NOT HOLD THEM RESPONSIBLE FOR
PROBLEMS THEY DID NOT CREATE AND SHOULD NOT BE
EXPECTED TO SOLVE,

IEL-SHERATON CENTRE

IN SOME RESPECTS, MY PRESENCE HERE TODAY IS
ONE MEASURE OF HOW FAR WE HAVE COME IN
ESTABLISHING A BUSINESS ROLE IN PUBLIC
EDUCATION. TEN YEARS AGO, THE TOPIC YOU
ASSIGNED ME WOULD NOT HAVE BEEN ON ANYONE'S
AGENDA.

IEL-SHERATON CENTRE

BACK THEN, YOU MAY RECALL, CORPORATIONS AND PUBLIC SCHOOLS HAD LITTLE CONTACT WITH EACH OTHER. BUSINESS WAS INVOLVED WITH HIGHER EDUCATION. THE ELEMENTARY AND SECONDARY SCHOOLS WERE NOT AN AREA OF OUR CONCERN. SOMEWHERE ALONG THE LINE THOUGH, IN THE MIDST OF NATIONAL CONCERN ABOUT PUBLIC EDUCATION, THE ECONOMY AND OUR CITIES, THE BUSINESS COMMUNITY GRADUALLY BEGAN TO REALIZE THAT WE DID IN FACT HAVE AN IMPORTANT STAKE IN THE FUTURE OF OUR PUBLIC SCHOOLS.

IEL-SHERATON CENTRE

SOME MAY FIND THAT CHANGE SURPRISING, I DO NOT, MANY BUSINESS LEADERS, MYSELF INCLUDED, ARE PRODUCTS OF OUR PUBLIC SCHOOLS. WE HAVE AN INTENSELY PERSONAL APPRECIATION OF THEIR CONTRIBUTION TO SOCIETY AND THEIR VALUE TO THE INDIVIDUAL. WE ARE TROUBLED WHEN OUR SCHOOLS ARE IN TROUBLE BECAUSE WE KNOW THAT IF OUR SCHOOLS DECLINE, OUR CITIES AND COMMUNITIES ALSO WILL DECLINE. WE ARE TROUBLED BECAUSE WE KNOW THAT WITHOUT A FIRST-RATE SYSTEM OF PUBLIC EDUCATION---AND ONE THAT IS FIRST-RATE FOR EVERYONE AND NOT JUST FOR SOME---OUR NATION WILL NOT CHANGE FOR THE BETTER.

IEL-SHERATON CENTRE

THE GROWTH IN CORPORATE INVOLVEMENT IN PUBLIC
EDUCATION ALSO REFLECTS A CHANGE IN HOW
CORPORATIONS SEE THEMSELVES IN RELATIONSHIP
TO SOCIETY. MANY WITHIN THE BUSINESS WORLD
NOW KNOW THEY CANNOT EXIST AS ISOLATED,
AUTONOMOUS ISLANDS, WALLED OFF FROM THE
COMMUNITIES IN WHICH THEY ARE LOCATED.

IEL-SHERATON CENTRE

SO, INSTEAD OF DEFINING INSTITUTIONAL
RELATIONSHIPS IN TERMS OF THE BARRIERS AND
DIFFERENCES THAT KEEP THEM APART, MANY
CORPORATIONS ARE SEEKING TO DEFINE THEIR
RELATIONSHIP TO COMMUNITY INSTITUTIONS IN
TERMS OF THE GOALS AND VALUES THEY SHARE IN
COMMON.

IEL-SHERATON CENTRE

GRANTED, IT HAS BEEN A LONG TIME COMING, BUT THE PRIVATE SECTOR IS NOW BEGINNING TO ACKNOWLEDGE, ON A WIDER SCALE THAN WE ONCE THOUGHT POSSIBLE, THE FACT THAT NO COMMUNITY CAN PROSPER IF ITS MEMBERS, INCLUDING CORPORATIONS AND PUBLIC SCHOOLS, HAVE NO CONTACT WITH EACH OTHER OR HAVE NO COMMON GROUND ON WHICH TO MEET TOGETHER AND TO WORK TOGETHER.

THE SCHOOL-BUSINESS PARTNERSHIP PROGRAMS THAT HAVE DEVELOPED AROUND THE COUNTRY ARE A STRONG INDICATION OF THIS CHANGE IN ATTITUDE.

IEL-SHERATON CENTRE

NOBODY IS KEEPING PRECISE RECORDS, BUT THE
NUMBER OF CORPORATIONS INVOLVED IN PARTNERSHIP
PROGRAMS SUCH AS JOIN-A-SCHOOL, LOANED EXECUTIVE
PROGRAMS, MENTORING PROGRAMS AND CURRICULUM
DEVELOPMENT PROGRAMS HAS GROWN DRAMATICALLY.

IEL-SHERATON CENTRE

THESE PROGRAMS ARE IMPORTANT, THEY PROVIDE
THE BUSINESS COMMUNITY WITH A MUCH-NEEDED
WINDOW ON THE WORLD OF PUBLIC EDUCATION.

BUT PARTNERSHIP PROGRAMS ALSO HAVE THEIR
LIABILITIES. ONE OF THE MOST SERIOUS
LIABILITIES IS THAT BY FOCUSING SO EXTENSIVELY
ON WHAT IS HAPPENING IN THE PRIVATE SECTOR, WE
WILL IGNORE WHAT IS HAPPENING, OR NOT HAPPENING,
IN THE PUBLIC SECTOR.

IEL-SHERATON CENTRE

I WANT PARTNERSHIP PROGRAMS TO GROW AND FLOURISH,
BUT I DO NOT WANT DECLINING PUBLIC SUPPORT FOR
PUBLIC EDUCATION TO BECOME THE PRICE WE PAY
FOR PRIVATE SECTOR INVOLVEMENT, AND IT IS UP
TO US, AS BUSINESS LEADERS AND EDUCATION
LEADERS, TO USE OUR INFLUENCE AND OUR ENERGY
TO MAKE SURE THIS DOES NOT HAPPEN.

IEL-SHERATON CENTRE

LET ME REMIND YOU THAT THE CONCEPT OF
PUBLIC-PRIVATE PARTNERSHIPS CAME INTO VOGUE AT
THE SAME TIME LIMITS ON GOVERNMENT SPENDING
AND LIMITS ON GOVERNMENT INVOLVEMENT IN SOCIAL
PROGRAMS STARTED TO BECOME POPULAR.

IEL-SHERATON CENTRE

PROponents OF CUTBACKS IN GOVERNMENT PROGRAMS
AND SERVICES SEIZED ON THE PARTNERSHIP CONCEPT
AS EVIDENCE THAT GOVERNMENT PROGRAMS COULD BE
REDUCED WITHOUT CAUSING MUCH HARM, DISLOCATION
OR HARDSHIP. PEOPLE WHO OPPOSED THESE REDUCTIONS,
ON THE OTHER HAND, BEATEN AT THE POLLS IN
VARIOUS ELECTIONS, GRASPED AT THE PARTNERSHIP
CONCEPT AS A WAY OF PRESERVING SOME SERVICES
THAT OTHERWISE MIGHT BE LOST.

IEL-SHERATON CENTRE

THERE IS NO QUESTION IN MY MIND THAT WE ALL
SUBSCRIBED TO A VERY GOOD IDEA. THE PROBLEM,
I SUBMIT, IS THAT WE OVERSTATED ITS POTENTIAL.
OUR VISION WAS SO FOCUSED ON THE ROLE OF THE
PRIVATE SECTOR THAT WE FAILED TO FULLY UNDERSTAND
THE ENORMOUS IMPLICATIONS OF THE CHANGES IN
THINKING THAT WERE OCCURRING WITHIN THE
POLITICAL SYSTEM WITH RESPECT TO THE ROLE THE
PUBLIC SECTOR SHOULD PLAY IN PUBLIC EDUCATION
OR IN ASSUMING RESPONSIBILITY FOR VARIOUS
OTHER DOMESTIC SOCIAL PROBLEMS.

A RECENT PROPOSAL BY SECRETARY OF EDUCATION
WILLIAM BENNETT PROVIDES A GOOD ILLUSTRATION.

IEL-SHERATON CENTRE

SECRETARY BENNETT WANTS TO PROVIDE \$600 WORTH OF VOUCHERS SO LOW-INCOME CHILDREN WHO ARE NOT DOING WELL IN PUBLIC SCHOOLS CAN ATTEND PRIVATE SCHOOLS. THE ISSUE, HOWEVER, IS NOT HOW ONE FEELS ABOUT VOUCHERS. THE ISSUE IS THAT VOUCHERS ARE BEING PROPOSED AS A WAY OF DISMANTLING FEDERAL AID TO EDUCATION. THEY ARE BEING PROPOSED AS AN ALTERNATIVE TO THE TITLE I PROGRAM, NOW CALLED CHAPTER I, AT A TIME WHEN THE NEED FOR THIS PROGRAM MAY BE GREATER THAN AT ANY TIME IN ITS 20-YEAR HISTORY.

WHAT HAPPENS IF SUCH A MISGUIDED PROPOSAL SHOULD EVER BY CHANCE BE ENACTED? WILL THE SCHOOL BUSINESS PARTNERSHIP PROGRAMS PROVIDE THE NEW YORK CITY SCHOOLS WITH THE \$300 MILLION IT RECEIVES EACH YEAR FROM THE TITLE I PROGRAM?

OR, TO TAKE ANOTHER EXAMPLE, CAN SCHOOL BUSINESS PARTNERSHIP PROGRAMS PROVIDE NEW YORK CITY WITH THE \$100 MILLION LOSS IN PUBLIC EDUCATION FUNDS THAT COULD OCCUR IN THE FIRST FULL YEAR OF THE GRAMM-RUDMAN-HOLLINGS BALANCED BUDGET ACT?

IEL-SHERATON CENTRE

CAN WE COUNT ON PUBLIC-PRIVATE PARTNERSHIP
PROGRAMS TO PROVIDE INCREASED SALARIES AND
BETTER WORKING CONDITIONS FOR TEACHERS, TO
KEEP OUR SCHOOL LIBRARIES FILLED WITH BOOKS,
TO PROVIDE THE ADDITIONAL FINANCING AND
ORGANIZATIONAL STRUCTURE SO THAT SUCCESSFUL
INNOVATIONS CAN BE APPLIED ON A LARGER SCALE?

THE ANSWER, OF COURSE, IS "NO".

IEL-SHERATON CENTRE

SCHOOL-BUSINESS PARTNERSHIPS CAN DEVELOP SOME
USEFUL AND INNOVATIVE PROGRAMS. THEY CAN
EVEN HELP US TO SET A NATIONAL EDUCATION
AGENDA, BUT THEY CANNOT PROVIDE THE FINANCIAL
AND LEADERSHIP FOUNDATION THAT CAN HELP US
SOLVE OUR EDUCATION PROBLEMS -- AND WE NEED TO
STOP ACTING AS IF THEY CAN.

IEL-SHERATON CENTRE

WHEN CORPORATIONS FIRST STARTED DEVELOPING
PARTNERSHIP PROGRAMS SEVERAL YEARS AGO, MANY
OF US SAID WE DID NOT WANT TO BECOME INVOLVED
IN PUBLIC EDUCATION TO LET GOVERNMENT OFF THE
HOOK. WE SAID WE DID NOT WANT GOVERNMENT
USING OUR INVOLVEMENT AS AN EXCUSE TO IGNORE
ITS OWN RESPONSIBILITY. WE SAID WE DID NOT
WANT OUR PROGRAMS TO BECOME A SCREEN OF
VOLUNTARISM BEHIND WHICH AN ENTIRE GENERATION
OF YOUNG PEOPLE, TOO MANY OF THEM UNDERPRIVILEGED,
WOULD BE DENIED BASIC OPPORTUNITY AND JUSTICE.

IEL-SHERATON CENTRE

THE TIME HAS COME FOR ALL OF US -- BUSINESS
LEADERS AND EDUCATORS -- TO MAKE GOOD ON THAT
PROMISE.

IT IS TIME FOR ALL OF US TO COMBINE THE
KNOWLEDGE WE HAVE GAINED WITH THE RESOURCES
ALREADY AT OUR DISPOSAL AND BECOME ACTIVE AND
ORGANIZED ADVOCATES IN BEHALF OF AN INCREASED
AND MORE DEFINED PUBLIC ROLE IN PUBLIC EDUCATION;
A ROLE THAT DOES NOT NECESSARILY TRY TO
RECREATE THE SIXTIES BUT WHICH PREPARES US FOR
THE EDUCATIONAL NEEDS OF THE EIGHTIES AND
NINETIES.

IEL-SHERATON CENTRE

THAT BRINGS ME TO MY SECOND POINT. WHEN WE
LOOK AT THE SOCIO-DEMOGRAPHICS OF OUR CURRENT
AND FUTURE SCHOOL AGE POPULATION, WE SEE THE
FOLLOWING:

- O NEARLY TWENTY-FIVE PERCENT OF AMERICAN
CHILDREN LIVE IN HOUSEHOLDS WHOSE INCOMES
ARE BELOW THE POVERTY LINE.

- O NEARLY HALF THE BLACK CHILDREN IN AMERICA
UNDER THE AGE OF SIX LIVE IN POVERTY.

IEL-SHERATON CENTRE

- 0 MORE AND MORE STUDENTS ARE COMING FROM
BROKEN OR SINGLE-PARENT HOMES.

- 0 THERE ARE AN INCREASING NUMBER OF STUDENTS
FOR WHOM ENGLISH IS NOT THE NATIVE
LANGUAGE.

- 0 SOME 23 OF THE LARGEST 25 SCHOOL SYSTEMS
IN THE COUNTRY ARE "MAJORITY MINORITY"
SCHOOL SYSTEMS -- SYSTEMS IN WHICH
STUDENTS FROM MINORITY GROUPS COMPRISE
THE MAJORITY OF ALL STUDENTS,

IEL-SHERATON CENTRE

- o THERE IS A CONTINUING DROP IN THE NUMBER OF HIGH SCHOOL GRADUATES, PARTICULARLY IN THE NORTHEAST, AND A 40 PERCENT DROPOUT RATE AMONG HISPANICS.

IN ADDITION, TEENAGE PREGNANCY IS ON THE RISE, AND SO IS TEENAGE UNEMPLOYMENT AND TEENAGE CRIME.

IEL-SHERATON CENTRE

THERE ARE SOME POSITIVE SIGNS IN THE DATA,
THE NUMBER OF BLACK MIDDLE-CLASS STUDENTS IS
INCREASING. BUT THE OVERWHELMING MESSAGE OF
THE DEMOGRAPHIC MATERIAL, AS HAROLD L. HODGKINSON
CONCLUDED IN AN IEL STUDY, IS THAT THE CHILDREN
IN OUR SCHOOL SYSTEMS, AND COMING INTO OUR
SCHOOL SYSTEMS, ARE INCREASINGLY POORER, MORE
ETHNICALLY AND LINGUISTICALLY DIVERSE, AND
THEY HAVE MORE HANDICAPS THAT AFFECT THEIR
LEARNING.

IEL-SHERATON CENTRE

THIS IS NOT AN ISOLATED OBSERVATION.

SOME MONTHS AGO, THE NEW YORK TIMES PUBLISHED
A FRONT PAGE ARTICLE ON POVERTY AND YOUTH
THAT BEGAN WITH THE FOLLOWING LEAD PARAGRAPH:

"COMPLEX SOCIAL, ECONOMIC AND
POLITICAL FACTORS ARE CREATING A
VAST NEW CLASS OF POOR AMERICANS
WHO ARE MUCH YOUNGER, LESS EDUCATED
AND MORE LIKELY TO GIVE BIRTH SOONER
THAN RECENT GENERATIONS OF THE
POOR."

IEL-SHERATON CENTRE

THE MATERIAL IN THE ARTICLE PROMPTED U.S. SENATOR DANIEL PATRICK MOYNIHAN TO OBSERVE THAT THE UNITED STATES OF TODAY MAY BE THE FIRST SOCIETY IN HISTORY WHERE CHILDREN ARE MUCH WORSE OFF THAN ADULTS. "IT IS TIME WE REALIZED," SENATOR MOYNIHAN SAID, "THAT WE HAVE A PROBLEM OF SIGNIFICANT SOCIAL CHANGE UNLIKE ANYTHING WE HAVE EXPERIENCED IN THE PAST."

IEL-SHERATON CENTRE

ONE IMPLICATION OF THIS TREND SEEMS CLEAR,
THE PUBLIC SCHOOLS, MORE THAN EVER, WILL BE
LOOKED UPON AS THE CRITICAL AVENUE OF OPPORTUNITY
FOR DISADVANTAGED YOUTH. THEY WILL BE CALLED
UPON TO PLAY A GREATER, MORE COMPREHENSIVE
ROLE IN SHAPING OUR SOCIETY THAN AT ANY TIME
DURING THE PAST HALF CENTURY,

IEL-SHERATON CENTRE

IF THE SCHOOLS ARE TO SUCCEED IN THIS TASK,
THIS NATION MUST BEGIN RESPONDING, IN A
FUNDAMENTAL WAY, TO THE DEEP-SEATED AND
LONGSTANDING INEQUITIES THAT EXIST IN OUR
SOCIETY. IF OUR SCHOOLS ARE TO SUCCEED OUR
STUDENTS MUST NO LONGER FEEL THAT THEY HAVE
NO PLACE IN THIS SOCIETY, AND THEIR EXPERIENCE
MUST NO LONGER TELL THEM THEY HAVE FEW
OPPORTUNITIES OUTSIDE THE CLASSROOM DOOR.

IEL-SHERATON CENTRE

OTHERWISE, WE WILL BE PLACING AN ALMOST
IMPOSSIBLE BURDEN ON OUR SCHOOLS, SETTING
BEFORE THEM A TASK THAT NO INSTITUTION, NO
MATTER HOW WELL EQUIPPED, NO MATTER HOW WELL
STAFFED, NO MATTER HOW WELL FUNDED, CAN HANDLE
BY ITSELF.

IF WE RELY ON A SINGLE INSTITUTION TO RESPOND
TO INJUSTICE, POVERTY AND LACK OF OPPORTUNITY,
WE WILL EVENTUALLY UNDERMINE THE CONTRIBUTION
THAT INSTITUTION LEGITIMATELY CAN MAKE IN ITS
OWN RIGHT.

IEL-SHERATON CENTRE

POVERTY, HOMELESSNESS, HUNGER, UNEMPLOYMENT,
ALIENATION AND LACK OF OPPORTUNITY DO NOT
BEGIN IN OUR SCHOOLS. THEY ONLY BECOME MORE
VISIBLE IN OUR SCHOOLS, BECAUSE THE SCHOOL IS
WHERE THE REALITY OF POVERTY AND THE IDEA OF
OPPORTUNITY COME INTO CONFLICT MOST DIRECTLY
AND MOST FREQUENTLY AMONG OUR YOUNG PEOPLE.

LET ME GIVE YOU AN EXAMPLE OF ONE AREA WHERE
WE CAN MAKE A DIFFERENCE BEFORE OUR YOUNG
PEOPLE ENTER THE PUBLIC SCHOOLS.

THE RELATIONSHIP BETWEEN GOOD NUTRITION AND THE
ABILITY TO LEARN HAS BEEN THOROUGHLY DOCUMENTED
IN MANY STUDIES DURING THE PAST SEVERAL YEARS,
MILLIONS OF CHILDREN WHO LIVE IN POVERTY DEPEND
ON THE VARIOUS CHILD NUTRITION AND FOOD STAMP
PROGRAMS THAT NOW ARE THREATENED WITH ANOTHER
ROUND OF BUDGET CUTS AND REGULATORY RESTRICTIONS --
EVEN THOUGH THE GRAMM-RUDMAN-HOLLINGS BALANCED
BUDGET ACT EXEMPTED CHILD NUTRITION PROGRAMS
FROM ITS PURVIEW.

IEL-SHERATON CENTRE

THE MOST COST-EFFECTIVE NUTRITION PROGRAM IS
THE SPECIAL SUPPLEMENTAL FOOD PROGRAM FOR
WOMEN, INFANTS AND CHILDREN -- THE WIC PROGRAM.
STUDIES SHOW THAT \$3 IN MEDICAL COSTS ARE
SAVED FOR EVERY \$1 SPENT IN A WIC PROGRAM.
THE WIC PROGRAM THOUGH, ONLY SERVES ONE-THIRD
OF THE PEOPLE WHO ARE ELIGIBLE FOR ITS BENEFITS.
YET ANOTHER 27,000 PEOPLE ARE IN DANGER OF
BEING DROPPED FROM THE PROGRAM ALTOGETHER.

IEL-SHERATON CENTRE

AT SOME POINT, THAT KIND OF SHORTSIGHTEDNESS
IS GOING TO SHOW UP IN OUR EDUCATIONAL SYSTEM,
AND ONCE AGAIN, THE SCHOOLS WILL BE ASKED WHY
THEY CAN'T DO THEIR JOB.

IEL-SHERATON CENTRE

YOU CAN FIND THE SAME KIND OF STORY IN THE
HEAD START PROGRAM. AT LEAST THREE MILLION
CHILDREN ARE ELIGIBLE FOR HEAD START, AND
THERE IS GENERAL AGREEMENT THAT STATEWIDE
HEAD START PROGRAMS WOULD BE ONE OF THE BEST
STRATEGIES FOR IMPROVING THE EDUCATIONAL
FUTURE OF LOW-INCOME CHILDREN. BUT ONLY
400,000 CHILDREN ARE ENROLLED IN HEAD START
PROGRAMS THROUGHOUT THE COUNTRY. THAT'S ONLY
13 PERCENT OF THE ELIGIBLE POPULATION. AND
THERE ARE NO PLANS TO EXPAND THE PROGRAM.

IEL-SHERATON CENTRE

IN THE MEANTIME, WE STILL HAVE TO FACE THE
FACT THAT THE DEMOGRAPHICS OF PUBLIC SCHOOL
SUPPORT ARE CHANGING. THE NUMBER OF HOUSEHOLDS
WITH SCHOOL AGED CHILDREN IS DECLINING.
THREE YEARS AGO, PEOPLE 65 AND OLDER SURPASSED
TEENAGERS AS A PERCENTAGE OF OUR POPULATION.
BY 1990, PEOPLE UNDER THE AGE OF 20 WILL
COMPRISE LESS THAN 30 PERCENT OF OUR POPULATION
FOR THE FIRST TIME.

IEL-SHERATON CENTRE

A STEADILY INCREASING PERCENTAGE OF AMERICANS
NO LONGER HAS ANY DIRECT AND IMMEDIATE CONTACT
WITH PUBLIC EDUCATION. AS A RESULT, MANY FEEL
THEY NO LONGER HAVE A STAKE IN WHAT HAPPENS IN
OUR SCHOOLS. OUR TASK - YOURS AS WELL AS
MINE - IS TO CLEARLY AND OFTEN ARTICULATE
THE COMPELLING CASE THAT EVERYONE IN THIS
COUNTRY HAS A STAKE IN OUR SCHOOLS.

THIS IS A LEADERSHIP ISSUE AND A CHALLENGE
THAT AWAITS YOU.

IEL-SHERATON CENTRE

I TRUST THAT THE IEL FELLOWSHIP PROGRAM WILL
PREPARE YOU WELL TO PROVIDE THE KIND OF
EDUCATIONAL LEADERSHIP THAT IS SO VERY
ESSENTIAL TO FUTURE GENERATIONS OF AMERICANS.

YOUR OPPORTUNITIES WILL BE ENORMOUS - BUT SO
TOO, WILL BE YOUR RESPONSIBILITIES.

IN CLOSING, I THOUGHT ABOUT ENDING MY REMARKS
WITH A QUOTATION ABOUT LEADERSHIP TAKEN FROM
ONE THE OF THE GREEK PHILOSOPHERS OR FROM AN
AMERICAN PRESIDENT.

IEL-SHERATON CENTRE

BUT IN THE FINAL ANALYSIS IT WAS SERGEANT
PRESTON OF THE YUKON WHO PERHAPS SAID WHAT I
WANTED TO CONVEY MOST SUCCINCTLY WHEN HE
TOLD HIS ENRAPTURED TELEVISION VIEWERS, "THAT
ONLY THE LEAD DOG GETS TO ENJOY THE CHANGE
IN SCENERY".

WE NEED A CHANGE IN SCENERY WITH RESPECT TO A
BROAD RANGE OF SOCIAL AND EDUCATIONAL POLICY
IN THIS COUNTRY, AND I HOPE THAT YOU WILL BE
THE ONES OUT IN FRONT.

THANK YOU AND VERY BEST WISHES.