

**CHILDREN, SCHOOLS AND BUSINESS:
A COMMON AGENDA**

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FEBRUARY 14, 1989

CONFERENCE BOARD
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GOOD MORNING.

DURING THE LAST TEN YEARS, WE HAVE SEEN DOZENS OF REPORTS PRODUCED ABOUT THE MANY CRISES IN EDUCATION: HIGH DROPOUT RATES, LOW ACHIEVEMENT LEVELS, TEACHER SHORTAGES, ILLITERACY, UNEMPLOYABILITY, POORLY TRAINED TEACHERS AND TEACHER SHORTAGES, SCHOOL CORRUPTION SCANDALS AND FURTHER COMPLICATIONS.

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ALL OF THESE REPORTS END WITH THE
SAME CONCLUSION--OUR SCHOOLS HAVE TO
CHANGE. WE ARE BEGINNING TO SEE THAT
ACTIONS TAKEN MUST BE COMMUNITY WIDE--
THAT WE CANNOT HOLD PROFESSIONAL
EDUCATORS SOLELY RESPONSIBLE FOR CURING
ALL OF OUR SOCIAL ILLS THROUGH
EDUCATION.

THE BUSINESS COMMUNITY AS PART OF
THIS WIDE EFFORT HAS AN IMPORTANT ROLE
TO PLAY.

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IT CAN OFFER JOBS TO GRADUATES.
IT CAN LOAN EXECUTIVES. IT CAN OFFER
MANAGEMENT ASSISTANCE. IT CAN PROVIDE
FINANCIAL SUPPORT. AND IT HAS A VERY
SPECIAL INTEREST IN THE SUCCESS OF
THESE PROGRAMS.

IF BUSINESS IS TO PROSPER IN THE
FUTURE, IT MUST HAVE WELL-EDUCATED
EMPLOYEES AND CUSTOMERS.

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THE PRODUCTIVITY INCREASES NECESSARY
FOR US TO COMPETE IN WORLD MARKETS ARE
A FUNCTION OF EDUCATION OF ALL PEOPLE
IN BUSINESS -WORKERS AND MANAGERS ALIKE
AND TECHNOLOGY WHICH ITSELF IS A
FUNCTION OF EDUCATION.

WE DO A PARTICULARLY BAD JOB OF
EDUCATING DISADVANTAGED CHILDREN IN BIG
CITIES AND MINORITIES EVERYWHERE. AND
YET, THE NATION'S FUTURE DEPENDS ON
MAKING REMARKABLE IMPROVEMENT.

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JUST A FEW YEARS AGO WE HAD 17 WORKERS
FOR EVERY RETIRED PERSON. NOT LONG IN
THE FUTURE, WE WILL HAVE ONLY 3
EMPLOYED INDIVIDUALS FOR EVERY RETIREE.
AND ONE OF THOSE THREE WILL BE A
MINORITY.

BUSINESS HAS BEEN INVOLVED AND WE
CAN ESTIMATE THAT THE NUMBER OF
BUSINESSES INVOLVED IN SCHOOL/BUSINESS
PARTNERSHIPS IS WELL INTO THE
THOUSANDS.

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FOR SEVERAL YEARS, BUSINESSES IN
NEW YORK CITY HAVE BEEN INVOLVED IN A
VARIETY OF COLLABORATIVE EFFORTS WITH
THE NEW YORK CITY PUBLIC SCHOOLS. THE
RANGE OF SUCH PROGRAMS INCLUDES
EVERYTHING FROM JOIN-A-SCHOOL, TO
CURRICULUM DEVELOPMENT PROGRAMS THAT
**USE LOANED EXECUTIVES, TO MENTORING
PROGRAMS THAT MATCH STUDENTS WITH
PROFESSIONALS IN A PARTICULAR FIELD OF
INTEREST, TO I HAVE A DREAM PROGRAMS.**

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WHILE EACH OF THESE PROGRAMS HAS MADE A SPECIAL CONTRIBUTION TO THE EDUCATION OF STUDENTS, WE ALL KNOW THAT THE PROBLEMS OUTLINED IN THE REPORTS STILL EXIST. TOO MANY STUDENTS IN SCHOOLS ARE NOT RECEIVING AN EDUCATION THAT PREPARES THEM FOR COLLEGE, FOR ENTRY-LEVEL JOBS, AND TOO MANY HIGH SCHOOL GRADUATES CANNOT PASS EMPLOYMENT TESTS.

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**WE HAVE ACCOMPLISHED MANY THINGS
WITH THE SCHOOL/BUSINESS PROGRAMS THAT
HAVE BEEN DEVELOPED TO DATE, BUT THESE
PROGRAMS ALONE CANNOT ASSURE THE
DRAMATIC IMPROVEMENTS THAT ARE REQUIRED
IN MANY OF OUR PUBLIC SCHOOLS. WE NEED
TO FOCUS ON SYSTEMIC CHANGE IF WE ARE
TO ASSURE LASTING, MEANINGFUL
IMPROVEMENTS. THE SCHOOL AND BUSINESS
ALLIANCE OF NEW YORK ATTEMPTS TO FIND
BROAD BASED SOLUTIONS AND STIMULATE
COMMUNITY PARTICIPATION.**

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IN 1986 GOVERNOR CUOMO
AND THE NEW

YORK STATE LEGISLATURE CREATED THE
SCHOOL AND BUSINESS ALLIANCE INITIATIVE
TO PROMOTE BUSINESS SECTOR SUPPORT FOR
BETTER PUBLIC SCHOOLS. NEW YORK CITY
SABA IS ONE OF 14 LOCAL SABA'S
ESTABLISHED THROUGHOUT THE STATE TO
IMPROVE SCHOOL PERFORMANCE AND TO
IMPROVE OPPORTUNITIES FOR SUCCESSFUL
EMPLOYMENT OF STUDENTS.

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**IT WAS ESTABLISHED IN
1987 TO DRAW ON
THE BEST RESEARCH AVAILABLE AND TO
CREATE SOLUTIONS THAT ARE INNOVATIVE
AND OPERATIONALLY FEASIBLE IN THE
SCHOOL SYSTEM. WE CARVED OUT SABA'S
MISSION BY BRINGING TOGETHER EDUCATORS,
BUSINESS PEOPLE, GOVERNMENT
REPRESENTATIVES, LABOR LEADERS AND
ADVOCATES TO DEVELOP THE SABA PROGRAMS.**

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THE PROGRAM HAS 3 PARTS-
-NEW YORK
WORKING, NEW YORK LEARNING AND NEW YORK
MENTORING.

NEW YORK WORKING'S GOAL IS TO
CONSTRUCT A BRIDGE BETWEEN OUR PUBLIC
SCHOOLS AND EMPLOYMENT FOR STUDENTS.
NEW YORK LEARNING PROVIDES SUPPORT FOR
THE BEST EDUCATION PRACTICES IN THE
SCHOOL SYSTEM.

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NEW YORK LEARNING DEVELOPS A
KNOWLEDGE AND INFORMATION BASE TO
SUPPORT SYSTEMIC IMPROVEMENT IN THE
SCHOOLS.

NEW YORK MENTORING ACTS AS A
CLEARINGHOUSE FOR THE 200 MENTORING
PROGRAMS ALREADY IN PLACE, TRAINS
MENTORS, AND IS DEVELOPING PROGRAMS TO
ENCOURAGE PARENTAL INVOLVEMENT.

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WE HAVE BROUGHT TOGETHER

A

**COMMITTED BOARD OF DIRECTORS WHO
REPRESENT BUSINESS, GOVERNMENT, NOT-
FOR-PROFIT ORGANIZATIONS AND ACADEMIC
INSTITUTIONS TO GUIDE AND OVERSEE THESE
INITIATIVES. CHANCELLOR GREEN HAS
PUBLICLY ENDORSED OUR MISSION. HE AND
HIS STAFF ARE ACTIVELY INVOLVED IN
PROVIDING US WITH RECOMMENDATIONS AND
GUIDANCE TO IMPLEMENT SABA'S
INITIATIVES IN SCHOOLS IN NEW YORK
CITY.**

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**LET ME TELL YOU,
BRIEFLY, ABOUT**

EACH OF THE INITIATIVES.

**NEW YORK WORKING IS A JOINT VENTURE
USING EXISTING RELATIONS BETWEEN SABA
AND THE NEW YORK CITY PARTNERSHIP. IT
IS OPERATING IN SIX HIGH SCHOOLS DURING
ITS FIRST YEAR AS A PILOT PROJECT. IT
PROVIDES CAREER AND EMPLOYMENT SERVICES
TO STUDENTS WHO PLAN TO ENTER THE LABOR
FORCE UPON COMPLETION OF HIGH SCHOOL.**

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**THE SIX HIGH SCHOOLS INVOLVED IN
THE PILOT YEAR REFLECT THE DIVERSITY OF
NEW YORK CITY. THEY ARE IN DIFFERENT
ACADEMIC, CULTURAL, SOCIO-ECONOMIC AND
DEMOGRAPHIC SETTINGS OF THE CITY.**

**THESE SCHOOLS OPERATE YEAR-ROUND
CAREER DEVELOPMENT AND EMPLOYMENT
CENTERS THAT RECRUIT BUSINESSES TO WORK
WITH SCHOOLS, DEVELOP AND DELIVER
BETTER CAREER EDUCATION FOR STUDENTS
AND HELP STUDENTS FIND JOBS.**

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AS A RESULT OF THESE
CAREER SERVICES,
OVER 300 STUDENTS WERE PLACED IN JOBS
WITHIN THE FIRST TWO MONTHS OF THE
PROGRAM.

I HAVE VISITED SEVERAL OF THESE
HIGH SCHOOLS AND HAVE OBSERVED FIRST-
HAND THE PROGRESS THAT IS BEING MADE IN
THESE SCHOOLS. I AM IMPRESSED BY THE
COMMITMENT AND ENTHUSIASM OF THE
PRINCIPALS AND TEACHERS TO THE PROGRAM.

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THE EXCITEMENT AND ENERGY LEVEL IN THE
SCHOOLS ARE HIGH.

A MAJOR EFFORT IS CURRENTLY
UNDERWAY IN THESE HIGH SCHOOLS TO
INTEGRATE WORK ISSUES INTO THE
CURRICULUM THROUGHOUT THE 9TH-12TH
GRADES IN A WAY THAT CONSISTENTLY
EXPOSES STUDENTS TO THE WORLD OF WORK.

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**WHILE WE HAVE A LONG WAY
TO GO, THESE
EARLY RESULTS INDICATE THAT NEW YORK
WORKING IS ON THE RIGHT TRACK.**

**NEW YORK LEARNING PROPOSES TO
PROVIDE RESOURCES TO SUPPORT SCHOOL-
BASED IMPROVEMENT. KEY TO THE SUCCESS
OF THIS INITIATIVE IS BUILDING A BRIDGE
OF UNDERSTANDING BETWEEN THE LATEST
EDUCATION RESEARCH AND THE REAL WORLD
OF SCHOOLS AND CLASSROOMS.**

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THE CORE OF NEW
YORK LEARNING

~~FOCUSES ON BUILDING COLLATERAL SKILLS—~~
~~TEAMWORK, COMMUNICATION AND PROBLEM~~
SOLVING SKILLS THAT WILL BE REQUIRED IN
THE WORKPLACE OF THE 21ST CENTURY.

IT IS IMPERATIVE THAT WE FIND WAYS
TO EXPOSE KIDS TO EXPERIENCES THAT
DEVELOP THESE SKILLS IN FORMAL STAGES
THROUGHOUT THEIR EDUCATION.

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**THAT PROCESS IS
 COMPLICATED BY THE FACT

THAT SCHOOLS HAVE TENDED NOT TO

ENCOURAGE THE DEVELOPMENT OF THESE SAME

SKILLS IN TEACHERS AND PRINCIPALS.**

**NEW YORK LEARNING ENCOURAGES THIS

 COLLABORATION WITHIN THE SCHOOLS AMONG

TEACHERS AND ADMINISTRATORS IN THE

CLASSROOM. IT RECOGNIZES THE

EXPERIENCE AND EXPERTISE OF THOSE ON

THE FRONT LINE EVERY DAY, THE TEACHERS.**

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NEW YORK LEARNING'S FUNDAMENTAL PREMISE IS THAT THE REGENERATION OF THE SCHOOL SYSTEM CAN BE BUILT UPON THE FOUNDATION PROVIDED BY PROGRAM MODELS THAT HAVE WORKED IN SCHOOLS IN NEW YORK CITY. IT DOES NOT REINVENT THE WHEEL.

PERHAPS THE MOST ELOQUENT TESTIMONY IS THAT 100 OUT OF 300 SEMI-FINALISTS IN THE WESTINGHOUSE SCIENCE TALENT SEARCH COME FROM THE NEW YORK CITY PUBLIC SCHOOL SYSTEM.

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SABA RECOGNIZES THAT
TEACHERS ARE
ALSO BEING ASKED TO DO THINGS THAT THEY
WERE NOT TRAINED TO DO--PROBLEM SOLVING
AND DEVELOPING METHODS THAT ENCOURAGE
YOUNGSTERS TO **WORK TOGETHER IN THE**
CLASSROOM.

TEACHERS, THEMSELVES WEREN'T TAUGHT
TO BUILD LINKAGES BETWEEN KNOWLEDGE AND
THE WORLD OF WORK AND IT IS ESSENTIAL
THAT WE HELP THEM.

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**NEW YORK LEARNING WILL AWARD SMALL
GRANTS TO TEACHERS FOR EXPERIMENTATION
AND INNOVATION IN THE CLASSROOM. A
FELLOWSHIP PROGRAM WILL PROVIDE
OPPORTUNITIES FOR SERVICE AND PERSONAL
GROWTH TO OUTSTANDING TEACHERS AND
ADMINISTRATORS IN THE SCHOOL SYSTEM.**

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**NEW YORK LEARNING WOULD
SYSTEMATICALLY COLLECT DATA TO SUPPORT
EDUCATION REFORM. THIS WILL BE DONE
OVER SEVERAL YEARS TO ASSESS THE IMPACT
OF THE INTERVENTION OF NEW YORK
LEARNING ON STUDENTS AND ON SCHOOL
COMMUNITIES.**

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**NEW YORK LEARNING WILL DISSEMINATE
WHAT HAS BEEN LEARNED FROM ITS
ACTIVITIES AND OTHER PROGRAMS THROUGH A
PUBLICATIONS PROGRAM, CONFERENCE AND
LEADERSHIP SEMINARS.**

**IT IS IMPERATIVE THAT TEACHERS,
PRINCIPALS, AND OTHER ADMINISTRATORS
INVOLVED WORK COLLABORATIVELY IF THEY
ARE TO SUCCESSFULLY IMPLEMENT NEW
IDEAS.**

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**A CRITICAL FACTOR IN THE
DEVELOPMENT OF THIS PROGRAM HAS BEEN
THE FORGING OF A COOPERATIVE
RELATIONSHIP INVOLVING THE BOARD OF
EDUCATION, THE UNITED FEDERATION OF
TEACHERS, AND THE COUNCIL OF
SUPERVISORS AND ADMINISTRATORS.
WE ARE WORKING CLOSELY WITH THE
DISTRICT SUPERINTENDENTS IN NEW YORK
CITY'S SCHOOL SYSTEM TO DEVELOP AND
IMPLEMENT NEW YORK LEARNING.**

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**TO HELP US GET STARTED
ON NEW YORK**

**MENTORING, WE CONDUCTED A REVIEW OF
MENTORING ACTIVITIES IN NEW YORK CITY.
WE FOUND AN ENORMOUS RANGE OF PROGRAMS,
INCLUDING EVERYTHING FROM EUGENE LANG'S
"I HAVE A DREAM FOUNDATION" TO A
PROJECT RUN BY AN INTERMEDIATE SCHOOL
IN THE BRONX.**

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WHAT WE DISCOVERED IS
THAT THERE
ARE MORE THAN 100 ORGANIZATIONS IN NEW
YORK CITY ENGAGED IN MENTORING.
THESE INCLUDE CORPORATIONS THAT RECRUIT
THEIR EMPLOYEES, PROFESSIONAL
ORGANIZATIONS THAT RECRUIT THEIR
MEMBERS AND COLLEGES THAT RECRUIT THEIR
UNDERGRADUATES TO SERVE AS ROLE MODELS
TO STUDENTS IN THE NEW YORK CITY
SCHOOLS.

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**ALMOST ALL OF THESE
PROGRAMS**

OPERATE ON A SHOE-STRING.

**MOST OF THEM ARE THE BRAIN-CHILD OF A
SINGLE ENERGETIC EMPLOYEE OR AN
INDIVIDUAL COMMITTED TO DOING SOMETHING
WORTHWHILE FOR YOUNGSTERS.**

**SABA WANTS TO MAKE IT EASIER FOR
THESE ENERGETIC PEOPLE AND THEIR
COMPANIES, PROFESSIONAL GROUPS OR
COLLEGES TO DEVELOP AND EFFECTIVELY
OPERATE A MENTORING PROGRAM.**

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THERE IS NO DENYING
THAT TOO MANY
CHILDREN LIVE ISOLATED, UNHAPPY LIVES
IN COMMUNITIES WHERE THEIR ONLY IMAGE
OF SUCCESS IS THE DRUG DEALER WHO
DRIVES A BMW. WE HAVE TO BEGIN ADDING
SOME NEW ELEMENTS TO THESE YOUNG
PEOPLE'S IDEAS OF SUCCESS.

WE HAVE TO BEGIN CONNECTING THEM TO
AN ADULT OR A NETWORK OF ADULTS WHO CAN
TEACH THEM THE SOCIAL SKILLS AND OTHER
SKILLS REQUIRED TO SUCCEED.

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**MENTORING MAKES CERTAIN
THAT EVERY
YOUNG PERSON HAS SOMEONE TO TURN TO
WHEN THEY EXPERIENCE FEELINGS OF
INTIMIDATION, OF BEING OVERWHELMED. WE
NEED SOMEONE WHO HAS BEEN THERE BEFORE,
SOMEONE WHO WILL LISTEN AND ENCOURAGE,
SOMEONE WHO WILL PROVIDE CONSTRUCTIVE
ADVICE.**

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**NEW YORK MENTORING WILL SERVE
MENTORING PROGRAMS IN NEW YORK CITY BY
PROVIDING TECHNICAL ASSISTANCE TO NEW
AND EXISTING PROGRAMS, TRAINING AND
PREPARATION FOR MENTORS, AND OTHER
PROGRAM SUPPORT SERVICES.**

**IT WILL ALSO CREATE A COMPUTERIZED
DATA BASE OF ALL MENTORING PROGRAMS IN
NEW YORK CITY SO THAT PROGRAMS CAN
MORE EASILY SHARE INFORMATION AND
RECRUIT VOLUNTEERS.**

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FINALLY, IT WILL CONDUCT
RESEARCH ON
EFFECTIVE MENTORING PRACTICES AND
STRATEGIES AND WILL INVESTIGATE SOME OF
THE URGENT ISSUES FACING THE MENTORING
MOVEMENT.

**ONE OF THOSE ISSUES IS PARENT
INVOLVEMENT. EDUCATORS HAVE COMPLAINED
THAT PARENTS ARE NOT DOING THEIR FAIR
SHARE IN HELPING TO ASSURE THEIR
CHILDREN'S SUCCESS.**

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**PARENTS COMPLAIN
THAT THEY ARE
OFTEN BARRED FROM PARTICIPATING
EFFECTIVELY IN THEIR CHILD'S EDUCATION.**

**WE ARE NOT CERTAIN OF THE EXTENT TO
WHICH MENTORING EASES OR EXACERBATES
THE SITUATION. SOME MENTORS ARE ABLE
TO COMPLEMENT A PARENT'S INVOLVEMENT
WITH THEIR CHILD'S EDUCATION.**

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OTHER MENTORS FIND, HOWEVER, THAT THE PARENT RESENTS THEIR INVOLVEMENT AND THEIR ABILITY TO DO FOR THE CHILD THINGS THAT THE PARENT IS UNABLE TO DO SO. IF WE ARE TO ASSUME A GREATER ROLE IN HELPING TODAY'S YOUNG PEOPLE, THEN WE MAY BE COMPELLED TO WANDER INTO TERRITORY PREVIOUSLY CONSIDERED OFF-LIMITS TO CORPORATE AMERICA. THIS TERRITORY INCLUDES THE HOMES AND FAMILY LIVES OF THE YOUNG PEOPLE WHO WILL BE TOMORROW'S WORKERS.

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WHAT HAVE WE LEARNED THUS FAR?
PROBABLY THE MOST IMPORTANT LESSON
WE'VE LEARNED IS THAT YOU CAN BEGIN TO
FOCUS A COMMUNITY ON A PROBLEM. IT IS
**ALSO CLEAR THAT BUSINESS INVOLVEMENT IS
NOT ENOUGH.**

PRIVATE SECTOR CONTRIBUTIONS ALONE
WILL NOT SOLVE THE PROBLEMS THAT AIL
THE SCHOOLS.

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PARENTS NEED TO BE REINTRODUCED TO
SCHOOLS AND MADE A PART OF THE
EDUCATIONAL DEVELOPMENT OF THEIR
CHILDREN. MOST IMPORTANTLY, THEY NEED
TO KNOW THAT THEY HAVE MUCH TO
CONTRIBUTE TO THE SCHOOLS AND TO THEIR
CHILDREN.

TEACHERS NEED TO BE MORE INVOLVED
IN SCHOOL DECISION-MAKING AND NEED
APPROPRIATE TRAINING TO DO SO.

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**PRINCIPALS NEED TO BE GIVEN GREATER
CONTROL OVER RESOURCES IF THEY ARE TO
BE HELD ACCOUNTABLE FOR THEIR SCHOOL'S
PERFORMANCE. MANY FACTORS INFLUENCE A
SCHOOL'S SUCCESS OR FAILURE BUT THE
MOST IMPORTANT ONE IS THE LEADERSHIP
QUALITY OF THE PRINCIPALS AND THEN THE
SUPERINTENDENT.**

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**FINALLY, WE MUST NOT FORGET THAT
SCHOOLS AND BUSINESSES HAVE VERY
DIFFERENT ORGANIZATIONAL CULTURES.
THEY FUNCTION DIFFERENTLY. THEIR
PEOPLE SPEAK DIFFERENT LANGUAGES. AND
WHEN THEY COME TOGETHER THE HONEYMOON
MAY BE, SHORT-LIVED.**

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**A PROCESS IS INVOLVED IN DEVELOPING
SCHOOL/BUSINESS LINKAGES. SOMETIMES
THE LINKAGE IS A DIFFICULT ONE GIVEN
THE MANY DIFFERENCES BETWEEN SCHOOLS
AND BUSINESSES.**

**A FEW YEARS AGO, IN ADDRESSING A
SUCCESSFUL SCHOOL-BUSINESS PARTNERSHIP
AT THE STATE UNIVERSITY OF NEW YORK/
PURCHASE, ERNIE BOYER, PRESIDENT OF
THE CARNEGIE FOUNDATION FOR THE
ADVANCEMENT OF TEACHING, STATED:**

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"IN THE END, THE GOAL OF
COLLABORATION BETWEEN SCHOOL
AND BUSINESS AND INDUSTRY IS TO
REAFFIRM THE IMPORTANCE NOT
JUST OF EXCELLENCE BUT EQUALITY FOR
ALL. BY THE YEAR 2000, OVER THIRTY
PERCENT OF ALL THE STUDENTS IN THIS
COUNTRY WILL BE BLACK OR HISPANIC; AND
THESE ARE PRECISELY THE CHILDREN WHO
HAVE BEEN LEAST WELL SERVED BY PUBLIC
EDUCATION."

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I MYSELF HAVE A DEEP CONCERN THAT
**IF SCHOOLS AND THE CORPORATE WORLD DO
NOT REAFFIRM EQUALITY OF EDUCATION AT
THIS MOMENT IN OUR HISTORY, THE HAVES
AND HAVE NOTS WILL BE FURTHER DIVIDED
AND THE VISION OF AMERICA WILL REMAIN
TRAGICALLY UNFULFILLED.**

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**HERE, THEN, IS MY CONCLUSION,
EDUCATION IS A SEAMLESS WEB.
PARTNERSHIPS ARE ABSOLUTELY CRUCIAL AND
ARE HERE TO STAY, BUT THEY ARE ONLY
HERE TO STAY IF EVERYBODY WORKS TO MAKE
THEM SUCCEED.**

**WHY DOES SABA PRESS ON WITH ITS
WORK? BECAUSE WE HAVE NO CHOICE.**

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TO FAIL TO ACT, WILL RESULT IN AN
EDUCATIONAL AND SOCIETAL COST THAT
WOULD ECONOMICALLY AND MORALLY BANKRUPT
U.S. SOCIETY.

WE CONTINUE BECAUSE WE KNOW THAT
WHAT WE ARE DOING IS RIGHT--FOR THE
SCHOOLS, FOR BUSINESS, AND MOST
IMPORTANTLY, FOR THE KIDS.

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