

Columbia University in the City of New York | New York, N. Y. 10027

GRADUATE SCHOOL OF JOURNALISM
Office of the Dean

Journalism Building

January 8, 1992

William Woodside
Chairman
Sky Chefs
9 West 57th Street
New York, NY 10019

Dear Mr. Woodside,

Thank you for agreeing to participate in our conference, "Focus on Children: The Beat of the Future." We have an interesting group of people lined up to speak at the event, and we are confident that it will be exciting for both the participants and the journalists who attend.

To confirm what we discussed, you are scheduled to speak on Tuesday, February 4 at 4:15 p.m. on the topic "Education: The Search for Solutions." Please be at the World Room on the 3rd Floor of the Journalism Building at Broadway and 116th Street, one half hour before you are scheduled to speak.

Plan on giving a 15-20 minute presentation and then fielding questions/participating in discussion with our audience and your co-panelists.

We would also appreciate if you would be available for meetings with reporters for an hour after your panel/speech. Many reporters will be filing stories from the conference and may need more time than is available for questions within the presentation.

Please be sure to save your receipts and we will reimburse you for your transportation costs.

Before the conference, we will be preparing a briefing book for the reporters to give them some information about each of the speakers and background about the issues. Please send us a picture, a short bio and a few of your most recent publications or press reports on your work, as soon as possible. You may fax us these materials at (212) 854-9323.

Our address at the school is as follows:

Focus On Children
c/o Gail Evra
Graduate School of Journalism
Room 705
Columbia University
New York, NY 10027

If you have any questions or concerns, feel free to call us at (212) 854-3862. We look forward to seeing you.

Sincerely,


Gail Evra

EDUCATION: The Search For Solutions

A. Background:

1. In physical sciences the Holy Grail is a search for a system of equations which will relate all aspects of physical science from the structure of the atom to the structure of the universe spanning millions of light years.

Came close with Einsteins Unified Field Theory and are attempting to close gaps now by concentrating on black holes.

Schools of 21st Cent. - 200 around country
- STARTED WITH SPEECH BY VANCE PARSONS + SPREAD
TO INDEPENDENCE, MO, THEN KY & MISS & OTHERS

2. And yet complicated as our physical universe is, those

COMPLICATIONS

~~problems~~ pale in comparison with describing [↓] finding

solutions to problems besetting our social universe

where cause and effect are so imperfectly understood.

3. These complexities drive most of us working in the ~~educational~~

~~AND EDUCAT~~ field [↑] to focus on only limited aspects of problems in

education; indeed many of us unfortunately are still

looking for the single magic bullet that will solve all

education problems ^{WITH} ~~in~~ one ~~fallsweep~~ ^{SHOT}.

SAM

4. I have found it useful to break the problems affecting education into three major areas.

- a. What happens before education process begins? *BUT CIRCLE DETERMINES HOW SUCCESSFUL ED.*
- b. K - Thru 12 - *BASIC EDUCATION ITSELF*
- c. What happens after ~~12th grade~~? *GRADUATION.*
WHAT KIND OF FUTURE IS THERE FOR YOUNG PEOPLE

B. Before Education:

1. Poverty and Associated Problems

- a. Lack of prenatal care.
- b. Little infant and child health care.
- c. Poor nutrition.
- d. Declining immunization.
- e. Drugs and alcohol
- f. Cultural deprivation
- g. *WEAK FAMILY STRUCTURE*

C. The Education Years:

1. Decayed school buildings.
2. Teacher adequacy - compensation, training, curriculum, standards.
3. Core curriculum for all students.
4. Student assessment - National [✓] state standards.
5. Hours of instruction.
6. How ^{TO EDUCATE THE HANDICAPPED} ~~handicapped~~ are educated ~~schools~~?
7. Governance and management issues including school ^{BOARDS}
8. Funding equity - rich versus poor ^{SCHOOL DISTRICTS, STATES}
9. Role of federal government - research and policy only —
or dominant.
10. Budget stability in an unstable world.
11. Choice. — ^{MAGIC} ~~THE ADMINISTRATIONALS FAVORITE~~ BULLET

D. After Graduation:

1. Two courses of action - college or work.
2. Work - only nation that gives federal assistance to college students five times as large as to new workers.

3. Major Question

- a. Driving force in education reform has been belief

IN
AN EDUCATED & SKILLED LABOR FORCE
~~is~~ great demand for ~~skilled labor~~ by U.S. Business

in order to improve productivity and quality and

make us competitive world wide. - Is this really

true?

5. My focus ^{is} ~~is~~ on beginning and end of education process for a number of reasons.

a. Even if we improve education process itself we can not afford the loss of 30% of kids entering school disadvantaged by poverty and other factors. So I have concentrated heavily on ^{THE} first of National Education Goals. *FOR THE LAST TEN YEARS*

b. Unless there is a real place in the world of work for educated adults there won't be much incentive for graduation with decent grades. I am deeply concerned about American Business mens ability to provide meaningful jobs for better educated high school graduates.

DISADVANTAGED CHILDREN AND OUR FUTURE

I'M GOING TO TALK FIRST ABOUT SCHOOL READINESS.

~~THE~~ REPORTS SHOW THAT POVERTY CORRELATES CLOSELY WITH SCHOOL FAILURE, ESPECIALLY WHERE FAMILY STRUCTURE HAS BROKEN DOWN AS WELL. POOR STUDENTS ARE THREE TIMES MORE LIKELY TO BECOME DROPOUTS THAN STUDENTS FROM MORE ECONOMICALLY ADVANTAGED HOMES. THIS IS HARDLY SURPRISING: CHILDREN OF THE POOR SUFFER MORE FREQUENTLY FROM ALMOST EVERY FORM OF CHILDHOOD DEFICIENCY, INCLUDING INFANT MORTALITY, GROSS MALNUTRITION, RECURRENT AND UNTREATED HEALTH PROBLEMS, PSYCHOLOGICAL AND PHYSICAL STRESS, CHILD ABUSE, AND LEARNING DISABILITIES.

AND NOW FOR A FEW STATISTICS, WHICH I DO NOT EXPECT YOU TO REMEMBER, TO GIVE YOU AN OVERALL IMPRESSION OF THE MAGNITUDE OF THE PROBLEM.

DISADVANTAGED CHILDREN AND OUR FUTURE

AS A GROUP, CHILDREN ARE NOW THE POOREST SEGMENT OF THE NATION'S POPULATION. THEY ARE NEARLY SEVEN TIMES AS LIKELY TO BE POOR AS THOSE OVER SIXTY-FIVE, OVER 20% OF ALL CHILDREN UNDER 18 CURRENTLY LIVE IN FAMILIES WHOSE INCOMES FALL BELOW THE POVERTY LINE, AND 25% OF ALL CHILDREN UNDER 6 ARE NOW LIVING IN POVERTY. (~~ALTHOUGH ALMOST TWO-THIRDS OF ALL POOR CHILDREN ARE WHITE, BOTH BLACKS AND HISPANICS ARE MORE LIKELY TO BE POOR, 43% OF BLACK AND 40% OF HISPANIC CHILDREN LIVE IN POVERTY. BLACK CHILDREN ARE NEARLY THREE TIMES AS LIKELY TO LIVE IN POVERTY AS WHITE CHILDREN.~~)

THERE HAS ALSO BEEN AN EPIDEMIC INCREASE IN THE NUMBER OF CHILDREN BORN OUTSIDE OF MARRIAGE, ONE HALF OF THESE TO TEENAGE MOTHERS WHO TEND TO HAVE PREMATURE BIRTHS BECAUSE OF INADEQUATE NUTRITION AND MEDICAL CARE. LOW BIRTH WEIGHT IS THE SINGLE BEST PREDICTOR OF WHAT'S GOING TO HAPPEN DURING THE EDUCATION PROCESS. WEIGHT BELOW 5 LBS. COMBINED WITH INADEQUATE MEDICAL CARE HAS A TERRIBLE IMPACT. TODAY ~~BETWEEN 20 AND 25% OF OUR ANNUAL BIRTHS ARE ALMOST ASSURED OF BEING EDUCATIONALLY RETARDED OR DIFFICULT TO TEACH AS THEY GO THROUGH OUR SCHOOL SYSTEM.~~

ABOUT $\frac{1}{3}$ OF PRESCHOOL CHILDREN ARE DESTINED FOR SCHOOL FAILURE BECAUSE OF POVERTY, NEGLECT, SICKNESS, HANDICAPPING CONDITIONS AND LACK OF ADULT PROTECTION AND ~~ASSURANCE~~ NURTURE.

AND FROM THIS WE CAN SEE CLEARLY THAT

-5-

SCHOOLS AND EDUCATORS CANNOT DO JOB BY THEMSELVES. WITHOUT JOB OPPORTUNITIES, HEALTH CARE, HOUSING, TRANSPORTATION AND PERSONAL SECURITY IN URBAN AREAS IN THE INNER CITIES, IT IS IMPOSSIBLE TO ASK SCHOOLS TO GET BETTER. (OAF HERE)

DISADVANTAGED CHILDREN AND OUR FUTURE

THE FACTS ARE NOT NEW BUT OUR INCREASING RECOGNITION
IS NEW. WE ARE BEGINNING TO ARRIVE AT A MORE
REALISTIC UNDERSTANDING OF THE PROBLEMS FACED BY
LARGE NUMBERS OF CHILDREN. WE ARE PUTTING ASIDE THE
TRADITIONAL COMPARTMENTALIZED VIEW THAT LOOKS AT
EDUCATION AS ONE PROBLEM, HEALTH AS ANOTHER, FAMILY
INCOME AS A THIRD.

THE FACTS ARE NOT NEW BUT OUR INCREASING RECOGNITION
~~IN ITS PLACE,~~ WE ARE ADOPTING A MORE COMPREHENSIVE IS NEW

VIEW THAT TAKES INTO ACCOUNT THE WAYS EDUCATION,
HEALTH, NUTRITION, HOUSING, FAMILY INCOME, SOCIAL
SUPPORTS AND EVEN POLITICAL DECISIONS ALL INTERACT TO
FORM
~~FROM~~ THE ENVIRONMENT IN WHICH YOUNG PEOPLE LIVE AND
THE OPPORTUNITIES THAT ARE AVAILABLE TO THEM.

DISADVANTAGED CHILDREN AND OUR FUTURE

THESE ARE IMPORTANT SIGNS OF PROGRESS. BUT IF OUR
OUTLOOK HAS CHANGED, THE OBSTACLES BEFORE US HAVE NOT
CHANGED.

ONE OF THEM IS OUR OWN HISTORY.

WHEN IT COMES TO DEVELOPING RHETORIC ABOUT CHILDREN,
I DOUBT WE HAVE AN EQUAL IN THE WORLD. EXCEPT FOR A
BRIEF PERIOD IN THE SIXTIES WHEN WE DEVELOPED AND
IMPLEMENTED A RANGE OF PROGRAMS AIMED AT PROVIDING
ALL CHILDREN WITH A RELATIVELY EQUAL OPPORTUNITY IN
LIFE, OUR RECENT PERFORMANCE HAS NOT COME CLOSE TO
OUR RHETORIC.

AND THE RHETORIC CONTINUES! ~~LET~~ ~~REPEAT~~ ^{LESS THAN 1 HR}

~~LAST~~ ~~YEAR~~ ~~GRAND~~ ~~CHILD~~ ~~CASES~~ ~~SHOULD~~ ~~BE~~ ~~CLEARED~~ BUT
8-8- BUT
AGO PRES. BUSH IDENTIFIED AS COMMON. TARGETED FOR FUNDS TO
REDUCE INFANT MORTALITY 50% OVER NEXT 5 YEARS.
WHAT HE DIDN'T SAY WAS THAT
JUST ~~A FEW~~ ⁸ DAYS BEFORE, HIS ADMINISTRATION ISSUED NEW RL
THAT ARE EXPECTED TO CUT FED. MEDICARE PAYMENTS FOR
POOR CHILDREN BY FAR MORE THAN ^{THE} AMOUNT OF THE
NEW GRANTS.

DISADVANTAGED CHILDREN AND OUR FUTURE

10 FACT MORTALITY IS OBVIOUSLY IMPORTANT
~~TAKE INFANT MORTALITY AND CHILD HEALTH.~~

EVERYONE AGREES THAT CHILDREN WHO RECEIVE EARLY HEALTH CARE FARE BETTER IN LIFE THAN CHILDREN WHO DO NOT; FOR 60 YEARS WE HAVE KNOWN THAT QUALITY PRENATAL CARE CAN REDUCE INFANT MORTALITY AND ELIMINATE MANY OF THE PROBLEMS THAT LEAD TO HIGH-RISK BIRTHS AND SUBSEQUENT POOR HEALTH AMONG INFANTS, AS WELL AS PROBLEMS IN LATER LIFE THAT ARE ASSOCIATED WITH POOR CHILD HEALTH.

DISADVANTAGED CHILDREN AND OUR FUTURE

Handwritten signature

YET THE UNITED STATES CURRENTLY RANKS ^{22ND} ~~19TH~~ AMONG
INDUSTRIALIZED NATIONS IN INFANT MORTALITY, AND 15
MILLION WOMEN OF CHILDBEARING AGE HAVE NO PRIVATE OR
GOVERNMENT HEALTH INSURANCE THAT COVERS MATERNITY
CARE.

IN ADDITION, WE MAKE THE HEAD-START PROGRAM AVAILABLE
TO LESS THAN ^{1/3} ~~20~~ PERCENT OF THE CHILDREN WHO NEED IT,
PLACE SHARP RESTRICTIONS ON THE NUMBER OF WOMEN AND
CHILDREN WHO RECEIVE THE BENEFITS OF FOOD AND
NUTRITION PROGRAMS AND DRAMATICALLY LIMIT THE CHAPTER
1 ASSISTANCE WE PROVIDE OUR PUBLIC SCHOOLS.

DISADVANTAGED CHILDREN AND OUR FUTURE

THAT'S THE HISTORY WE HAVE TO OVERCOME. *PROGRESS IS BEING MADE
BUT SLOWLY*

THE NATURE OF THE POVERTY IN WHICH SO MANY CHILDREN
NOW LIVE IS THE SECOND MAJOR OBSTACLE IN OUR PATH.

IT IS A POVERTY UNLIKE ANY WE BECOME FAMILIAR WITH IN
THE PAST. IT IS NOT A POVERTY THAT HAS A TEMPORARY
HOLD OVER ITS VICTIMS. IT IS A POVERTY THAT IS BOTH
EXTENSIVE AND DEEPLY INGRAINED. IT IS FAR MORE
SEVERE AND OPPRESSIVE THAN MOST OF US IMAGINE, AND IT
OFTEN DEFEATS THE BEST EFFORTS OF DEDICATED AND
HARD-WORKING PARENTS.

ALTHOUGH THE NATIONAL POVERTY RATE HAS BEEN HELD
STEADY AT 14 PERCENT, CONSIDER ~~THESE FACTS~~: *JUST ONE FACT.*

DISADVANTAGED CHILDREN AND OUR FUTURE

0 THE "POVERTY GAP," THE AMOUNT BY WHICH THE INCOME OF THE POOR FALLS BELOW THE POVERTY LINE, IS LARGER THAN AT ANY TIME IN 27 YEARS, EXCEPT FOR THE HIGH UNEMPLOYMENT YEAR OF 1983.

0 THE PROPORTION OF POOR WHO FALL INTO THE CATEGORY OF THE POOREST OF THE POOR IS AT THE HIGHEST LEVEL IN MORE THAN A DECADE.

0 THE POVERTY RATE AMONG YOUNG FAMILIES WITH CHILDREN DOUBLED BETWEEN 1974 AND 1983. BY 1985, HALF OF ALL YOUNG FAMILIES WITH CHILDREN WERE LIVING IN POVERTY.

DISADVANTAGED CHILDREN AND OUR FUTURE

How can we improve the odds that children who are disadvantaged today will have a better future tomorrow.
THOSE INITIATIVES THAT FOCUS ON THE EARLY LIVES OF

CHILDREN SHOULD INCLUDE THE FOLLOWING:

1. ACCESS TO PRENATAL CARE FOR ALL PREGNANT WOMEN.
2. FULL PARTICIPATION IN THE WIC PROGRAM AND SIMILAR STATE PROGRAMS.
3. ENDING CHILDHOOD HUNGER IN AMERICA.
4. IMMUNIZING EVERY CHILD AGAINST INFECTIOUS DISEASES.
5. MAKING QUALITY DAY CARE ACCESSIBLE TO CHILDREN OF PARENTS WHO MUST WORK.

(WOULD MAKE THIS MEANS TESTED RATHER THAN ENTIRE AS THE U.S. COMMISS. ON CHILDREN RECOMMENDS)

DISADVANTAGED CHILDREN AND OUR FUTURE

6. EXPANDING HEAD START AND CHAPTER ONE TO ALL
ELIGIBLE CHILDREN.

7. EFFECTIVE TEENAGE PREGNANCY PREVENTION
PROGRAMS.

NOT A NEW IDEA IN THE LOT AND ~~ALREADY~~ ALL PROVEN TO BE
VERY COST EFFECTIVE.

PROGRESS HAS BEEN MADE ON SOME OF
THESE IN RECENT YEARS — HEAD START & WIC
MY CONCERN IS THAT THESE ARE BECOMING
THE MAGIC BULLETS FOR THE PRESCHOOL GENERATION,
WHEN THEY ARE ONLY THE TIP OF ICEBERG.

WE HAVE YET TO SERIOUSLY ADDRESS THE ISSUE
OF POVERTY.

DISADVANTAGED CHILDREN AND OUR FUTURE

I'M NOT SUGGESTING THAT ALL WE HAVE TO DO IS SPEND A FEW BILLION AND EVERYTHING WILL BE GREAT. IT WILL TAKE YEARS OF CONTINUED COMMITMENT OF ENERGIES AND FUNDS TO MAKE MAJOR IMPROVEMENTS IMPACTING THE EDUCATION OF DISADVANTAGED KIDS AND THE POVERTY FROM WHICH THEY EMERGE.

I WON'T EVEN TOUCH TODAY THE IMPORTANCE OF WORK/WELFARE & EDUCATION/WELFARE PROGRAMS. ~~THE~~ THESE ARE ALSO IMPORTANT IF WE DON'T WANT TO LOSE THE NEXT 2 GENERATIONS.

DISADVANTAGED CHILDREN AND OUR FUTURE

IS THIS TRIP NECESSARY? YOU CAN BET YOUR SURVIVAL IT IS! I MENTIONED EARLIER THAT THE DROPOUT RATE FOR U.S. IS ^{OVER} 25%, BUT ITS 50% IN MAJOR CITIES WHERE MANY OF YOU ARE LOCATED. WHERE WILL OUR FUTURE WORK FORCE COME FROM? ~~OR ARE WE WILLING TO SETTLE FOR NEW YORK TELEPHONE'S EXPERIENCE OF 18,000 APPLICANTS TO FILL 2,000 ENTRY LEVEL JOBS?~~ WHAT WILL HAPPEN TO THE CRIME RATE, THE TAX BASE, THE CITY'S CULTURE UNLESS WE DO SOMETHING TO HELP ENSURE THAT WE PRODUCE EDUCATED AND TRAINED YOUNG ADULTS WHO CAN PLAY A MEANINGFUL ROLE IN OUR SOCIETY?

DISADVANTAGED CHILDREN AND OUR FUTURE

IF WE SPREAD OUR VISION FURTHER, WE CAN SEE THAT WE
ARE DOOMED AS A WORLD POWER, DOOMED ^{TO} ~~BE~~ A CONSTANTLY
FALLING STANDARD OF LIVING UNLESS WE DO A BETTER JOB
WITH OUR DISADVANTAGED YOUTH. THERE HAS NEVER BEEN A
CASE IN HISTORY WHERE A LEADING NATION WAS NOT ALSO
AN ECONOMIC LEADER. AND YET HOW CAN WE COMPETE WITH
^{AND YES FRANCE & ITALY}
JAPAN AND GERMANY, IF 25% OF OUR WORKFORCE DOES NOT
EVEN HAVE A HIGH SCHOOL EDUCATION AND THAT, AN
INADEQUATE ONE.

DISADVANTAGED CHILDREN AND OUR FUTURE

MOST IMPORTANTLY, I THINK WE'RE TALKING ABOUT SURVIVAL OF DEMOCRACY IN THE U.S. THE 2 TIERING OF OUR SOCIETY IS DESTROYING THE SHARED VISION OF OURSELVES TOWARD WHICH WE'VE BEEN STRIVING FOR 200 YEARS AND WHICH IS THE ESSENCE OF OUR DEMOCRATIC PROCESS. IF WE ARE NOT PREPARED TO ADDRESS THESE ISSUES, SOONER OR LATER WE WILL WIND UP IN 2 ARMED CAMPS. THE WORLD HAS MANY TRAGIC EXAMPLES OF THIS -- MEXICO, PHILIPPINES, PUERTO RICO, VENEZUELA -- ALL PLACES WHERE THE HAVES LIVE IN COMPOUNDS WITH WALLS, BARBED WIRE, BROKEN GLASS AND ARMED GUARDS, TO PROTECT THEMSELVES FROM THE HAVE NOTS. NONE OF US WANT OUR CIVILIZATION TO BE DESTROYED IN THIS WAY.

THIS IS WHY THE PROBLEMS AND THE SOLUTIONS HAVE A TERRIBLE URGENCY.

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THESE IDEAS ARE COMMONPLACE WITH US. HOW DO WE MAKE THEM COME ALIKE EVERYONE. WHAT STRATEGIES WILL MOVE OUR VISION TOWARD REALITY

ASSUME WE HAVE SOLVED PRESCHOOL, & EDUCATION ISSUES

NOW LETS TALK ABOUT WHAT HAPPENS AFTER YOUNG PEOPLE GRADUATE FROM HIGHSCHOOL WITH IMPROVED MATH SKILLS, ANALYTICAL SKILLS, WRITING SKILLS. LETS FOCUS ON THOSE WHO MOVE DIRECTLY INTO THE WORKFORCE. WHY DO I DOUBT THE ABILITY OF THE GREATEST JOBS PRODUCING ENGINE THE WORLD HAS EVER KNOWN TO CONTINUE DOING SO IN THE FUTURE?

1. AT LEAST IN THE 20TH CENTURY WE HAVE NEVER BEEN A NATION THAT PRODUCED HIGH QUALITY GOODS.
2. HAS NEVER BEEN NECESSARY FOR US TO ON QUALITY FOCUS BECAUSE OF A COMBINATION OF FACTORS.

C. B. RAPID GROWTH OF POPULATION AND EXPANSION WESTWARD MADE
UNNECESSARY DEVELOP OF EXPORT MARKETS EXCELLENT FOR RAW
MATERIALS.

D. B. HIGH TARIFF BARRIERS PROJECTED US FROM COMPETITION.

C. B. WWII AND ITS AFTERMATH LEFT US WITH NO COMPETITION
UNTIL LATE 60'S WHEN THE MOANING BY BUSINESS BEGAN.

3. HAVE ALMOST A CENTURY OF BAD MANAGEMENT PRACTICES TO
OVERCOME.

4. ^{SYSTEM} MASS PRODUCTION - (~~TAYLOR SYSTEM~~) MUST BE REPLACED BY HIGH PERFORMANCE WORK ORGANIZATIONS.

ONE DEEP UNDERLYING CAUSE FOR WHAT HAS HAPPENED. WE ORGANIZE OUR MANUFACTURING PROCESSES BY SOMETHING I WILL CALL TAYLOR SYSTEM WHICH TREATS MEN AS MACHINES AND USES TIME AND MOTION STUDIES TO REDUCE HUMAN ACTIONS TO MACHINE LIKE BITS ANALYZED BY WHAT ARE CALLED TIME AND MOTION STUDIES.

REMEMBER CHAPLINS MOVIE "MODERN TIMES" WHERE CHARLIE WALKS DOWN THE STREET TURNING A WRENCH IN EACH HAND.

THIS WAY OF ORGANIZING IS VERY AUTOCRATIC, TOP DOWN SYSTEM WITH NO FEED BACK FROM PEOPLE IN THE PROCESS.

5. LETS CONTRAST THIS WITH THE HIGH PERFORM SYSTEM WHICH DOES INVOLVE FEED BACK [AND IN ONE OF HISTORIES GREAT IRONIES WAS INTRODUCED ^{INTO JAPAN} ~~AND TAUGHT~~ AT THE END OF WWII BY AN AMERICAN (EDWARD DEMING) UNDER THE OVERALL DIRECTION OF WWII'S GREATEST AUTOCRAT AND EGO - DOUGLAS MACARTHUR.]

UNDER THIS SYSTEM WORKERS TAKE OVER MANY SUPPORT FUNCTIONS, MAKE MANY DECISIONS ON THEIR OWN AND MUST BE ADEQUATELY EDUCATED IN ORDER TO FUNCTION AND CARRY OUT INCREASED RESPONSIBILITY.

6. WHY AM I SPENDING SO MUCH TIME ON THIS? ITS ALL IN PAST.

RIGHT? WRONG! IN A RECENT STUDY RELEASED BY NATIONAL CENTER ON

EDUCATION AND THE ECONOMY - (AN ORGANIZATION CHAIRED BY JOHN

SCULLY, HEAD OF APPLE COMPUTER) - CALLED AMERICA'S CHOICE. — *SOME*

APPALCING THINGS SURFACED.

A. ONLY 5% OF EMPLOYERS FEEL THAT EDUCATION AND SKILLS

REQUIREMENTS ARE INCREASING SIGNIFICANTLY.

B. OVER 80% EXPRESS CONCERNS ABOUT SKILLS SHORTAGES BUT

WHEN YOU ASK IS THAT WORKERS HAVE
WHAT THEY MEAN IS:

a. A GOOD WORK ETHIC.

b. APPROPRIATE SOCIAL BEHAVIOR - RELIABLE, GOOD

ATTITUDE, PLEASANT APPEARANCE, GOOD PERSONALITY.

DIFFICULTIES
C. ONLY 15% REPORT ~~DIFFERENT~~ FINDING WORKERS WITH

APPROPRIATE SKILLS - THESE CONCENTRATED IN UNDER PAID WOMEN'S
OCCUPATIONS AND TRADITIONAL CRAFT TRADES.

OVERALL FOUND LITTLE EVIDENCE FOR FAR REACHING DESIRE FOR A
MORE EDUCATED WORKFORCE.

B. MAJOR CONCERN:

1. EDUCATION REFORM WILL LAST ONLY A SHORT WHILE IF THERE
IS NO ECONOMIC REWARD FOR HIGHER SKILLS LEVEL.
2. UNLESS HIGHER SKILLS LEVELS ARE USED WE WILL BECOME A
3RD RATE ECONOMIC POWER WITH A STEADILY DECLINING
STANDARD OF LIVING AND IT HAS BEEN DECLINING FOR OVER
10 YEARS.

3. THIS IS A BUSINESS RESPONSIBILITY AND BUSINESS
COMMUNITY CLEARLY HAS NO IDEA WHAT KIND OF DRAMATIC
CHANGES ARE REQUIRED IN OUR INDUSTRIAL PROCESSES TO
OVERCOME A CENTURY OF BAD HABITS INCLUDING THE HABIT OF
LOW QUALITY.

MALCOMB BALDRIGE AWARDS FOR PRODUCTIVITY ARE A WEAK ATTEMPT
TO ENCOURAGE.

SO WHERE ARE WE TODAY? WHAT HAS BEEN ACCOMPLISHED?

Preschool
1. WE ARE MAKING CONSIDERABLE PROGRESS IN INCREASING
SUPPORTS IN EARLY CHILDHOOD. WE HAVE EXPANDED WIC AND
HEADSTART AND IT LOOKS TO ME AS IF WE WILL HAVE SOME
FORM OF NATIONAL HEALTH PLAN OFFERING BROADER INSURANCE
COVERAGE. *IMMUNIZATION IS BACK IN HEADLINES*

WE ARE JUST BEGINNING TO ADDRESS POVERTY ISSUES WITH
EDUCATION/WORK/WELFARE PROGRAMS. *MORC.*

2. ENORMOUS AMOUNTS OF ACTIVITY FOCUSED ON PUBLIC
EDUCATION. THINGS ARE HAPPENING IN EVERY ONE OF THE
AREAS I MENTIONED EARLIER.

*But ARE SOME KEY OUTSTANDING
MAJOR ISSUES*

MAJOR ISSUES

A. NATIONAL VS. STATE VS. LOCAL CONTROL. VERY COMPLICATED
ISSUE. ONE INTERESTING FACT - WE ARE THE ONLY MAJOR
INDUSTRIAL NATION WITHOUT A CENTRALLY CONTROLLED SCHOOL
SYSTEM.

B. EQUITY ISSUES ARE NOT CLOSE TO BEING RESOLVED BUT AT
LEAST ARE ON FRONT BURNER. *BUT IS BEING ADDRESSED BY
COURT SYSTEMS IN SEVERAL STATES*

C. REPLICATION HAS PROVED EXTREMELY DIFFICULT TO DO. I
WISH NEW SCHOOLS AUTHORITY WERE SPENDING MORE TIME ON
THAT THAN ON BUILDING NEW MODELS WHICH WE DON'T NEED.

3. PRACTICALLY NOTHING IS BEING DONE ABOUT JOB CREATION AND

After
GRADUATION
CHANGING OUR INDUSTRIAL ORGANIZATION. THERE IS LITTLE

RECOGNITION OF PROBLEM; NOT EVEN A MEANINGFUL DEBATE - JAPAN

BASHING BY U.S. AND U.S. BASHING BY JAPAN ACCOMPLISHES

NOTHING - NOR DO THESE FARCICAL TRIPS LIKE PRESIDENT BUSH'S

RECENT ONE.

THE PROBLEM IS ENORMOUS - HOW DO WE CHANGE MANAGEMENT AND

WORKER ATTITUDES THAT HAVE BEEN FROZEN IN PLACE FOR 100

YEARS.