

COMMUNITIES ^{OF} _{THE} FUTURE

A conference presented by the Bowling Green-Warren County Chamber of Commerce and the Western Kentucky University Institute for Economic Development and Public Service

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Trends of the Future

Dr. Marvin J. Cetron, President, Forecasting International, Ltd.

Change is *THE* topic. Major changes are taking place. The question is, *Can we make the necessary changes?* Sometimes you've got to make changes or you'll be in big trouble.

Are we out of the recession? Were we in '91? Yes, we just didn't know it. Why are we taking so much time coming out? Because we don't come out of recessions as a country, but by sections—regions. And the higher degree of your area's unionization the later you come out of recession.

The world's not fair. Accept that. You're born equal. From there it goes down hill.

What are some of the best precursors of recovery? One is housing permits issued, not housing "starts." In 1991, it was cardboard boxes. That industry was booming in 1991.

U.S. auto manufacturing has recovered too. Most countries have .3 cars per licensed driver; the U.S. has 1.1. And U. S. cars are now equal to any in the world. For mean-time-between-failure rates, the best are two U.S. cars: Saturn and Cadillac.

W. Edwards Deming gets credited for starting *TQM*. But *TQM*—Total Quality Management—started with Western Electric, not Deming. Our problem in the U.S. is that we don't follow through on ourselves. We're too "bottom line" oriented, and we neglect research.

All major U. S. news media—except CNN—are based in New York. We didn't know about the recovery because they gave us monitored information. Many of them were losing their job or knew white collar workers who were. They were unsure of their future, so they assumed things were bad all over.

The key for us to be successful in the future is that we *must* know what's going on:

Jobs and unemployment will not be the major indicator in the future. Many people will be in training and involved in job/career shifts.

Unions are dead! In 1980 the unionization rate was 26% of the work force. In 1994 it's 11.6%, and 7½% of those are public employees.

The way and the things we train must change. The train-

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Community Development: New Alternatives

Dr. Vaughn L. Grisham, Director, McLean Institute of Community Development, University of Mississippi.

Justice Oliver Wendell Holmes was still serving on the Supreme Court well into his 90's. His critics said he was "out of touch." At a gathering attended by people from all over the country his secretary was asked to arrange a cross-country speaking tour to help Homes get "in touch" with the country and its people. Justice Holmes' secretary made the arrangements and Holmes made it to the train to begin his tour. The train conductor came to Justice Holmes' compartment to check his ticket, but Holmes could not find it. The conductor recognized who Holmes was and that he was quite agitated over being unable to find his ticket. The conductor felt guilty and offered to let Holmes go on and have him just send the ticket back when he found it. Justice Holmes responded, "I'm not looking for that ticket for you. I'm looking for it for me. For without that ticket I don't know where I'm going."

Human Ecology is the study of humans relative to their environment. "All creatures must find some way to adapt to their environment or they don't survive at all." The adaptive capabilities of most species is built in genetically. When their environment radically changes, they can't adapt, and most die.

Humans are learning creatures. Their complex brain is their key. Humans have *always* depended on information. So in that sense, the "information age" is not new. The key in human society is always information. There are two main types: *technological* and *ideological* information. The "technological" ranges from the simple to the complex. The "ideological" encompasses our perceptions and beliefs. And a large portion of what we believe isn't true at all; what we think of as "real" isn't.

The oldest "societies" are hunter-gatherers—usually with populations of 25-40. The Sioux Indians of the past century are a good American example.

These societies came about 14,000 years or so ago when the Earth environment heated up following the ice age. It was after this—perhaps 10,000 years ago—that mankind learned to alter vegetation and agriculture began.

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ing program we have today is perfect for the 1979-80, not the '90s.

There is consensus the least government is the best government—nationally. That's why we tend to elect Republicans to run the *national* government, but Democrats to run local government—where we actually have to get something done: trash collection, fire protection, policing, and so forth.

We want change. But we must have it in a rational manner.

Clinton's biggest problem is foreign policy. We're doing nothing. The presidential ticket in '96 will probably be James Baker and Colin Powell—I don't know which will lead the ticket or whether Powell will declare as a Republican—versus Clinton-Gore.

Who will replace the unions as key influence agents in America? The AARP, the Gray Panthers, and other senior groups. The aged will have more clout than the unions ever did. And the kids aren't listening? They're getting angry!

In 1980 there were 108 females to every 100 males in the U. S. In 1990 it's 104 to 100. By 2004 it will be 102 to 100 and by 1012 even: 100 females to 100 males. Why? Women are getting caught up into the same "killers" that have taken men away for decades: 1) smoking, 2) drinking, and 3) stress. Seventy-five percent of both sexes will be working by the year 2000. Job stress is one thing, but women will still have work stress *and* family stress to contend with.

Afro-Americans and Hispanics will both have increased clout too. By 2030 there will be more minorities than non-minorities in the United States. So be careful. *Don't put in laws to hurt minorities. You'll be one later on.* We are an American mosaic, not a melting pot. We have a two-tiered system of interpersonal conduct: 1) Constitutional—prescribes how we must act in certain circumstances, and 2) personal—how we otherwise deal with one another.

By 2007-8 there will also be more Hispanics than Afro-Americans. So what about English?

English is becoming the language of the world. It's the second language everywhere. By 2012 sixty-five percent of *all* spoken language in the world will be English.

Sesame Street and *The Electric Company* are the two most exported "films" in the world. And they're exclusively in English! The world's children are learning English.

Japan is in a depression and Europe is in recession. But China's coming along well!

Why are we so upset with North Korea? Because they have nuclear weapons which they can *sell* at \$9-12 billion each. North Korea does not have missile delivery systems. But Iran, for example, does.

They're getting them from China. Those missiles have

a 2,000-3,000 range, which could make Iran quite a world threat.

People here tend to urge punitive measures against China because they make prisoners work. They also pay them and give them the balance after subtracting the costs of their incarceration when they leave prison. We give ours weight lifting and a life of luxury and prepare them for nothing but being better criminals. China has practically no recitivism. Ours is outrageous.

And who does North Korea listen to? China! We're nuts! "It's *not* the economy, stupid. *It's politics, stupid!*"

China will soon have 20-22% of the world's population—*working like hell!* "China will look like Hong Kong by 2000."

You can't tell where a car or any other manufactured product comes from today. They're all *bastard cars*. The right question, "Where's the value-added?"

Kentucky needs a group that works with foreign manufacturers. But they don't need to spend time and money on "political" junkets overseas—with a governor and his cronies. That's a waste. They need to go to Washington, D. C. and talk with the *commercial attaches* from each country. It's called *networking*. Then they should work together to bring about consensus.

In a service economy, things change. Agriculture now accounts for 4% of the labor force. By 2000 that will be down to 2.3%, but they will produce three times the products and goods. Manufacturing 26.3% of the current work force will be down to 9.7% in 2000, but those will produce five times the goods. The service economy will account for 88% of the work force in 2000, and they will produce no "goods." One-half of those will work with data: collecting it, massaging it, and so forth.

Many say we can't support the society on service economy wages. That concern is ill-founded. The problem is that people are afraid. People can live quite well on lower salaries for in the future we will get more for less!

Young people are in a tough situation. They must wait for older persons to die before they can have "theirs"—and the best, highest paying jobs. Kids, get used to it. "Parents are not rotten; they're just rich and you're not."

Kids age 11-13 suffer a change in their outlook. That's when their ethics sag. They change from Boy Scout/Girl Scout ideals to more self-centered pursuits.

Corporations spent \$82 billion on education and training last year. That's equivalent to one-third of the defense budget. But 97% was invested by firms of three hundred or more employees. By 2000, 80% of the people in the work force will be in firms with fewer than two hundred workers. Who'll train these people?

We must universally engage in a process of life-long learning. The key training institutions are: 1) four-year

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Communities of the Future: A Conceptual Approach

Rick Smyre, President, Strategic Concepts, Inc.

“There is no ‘THE ANSWER’.” There’ll be a lot of chaos, challenges, and problems ahead.

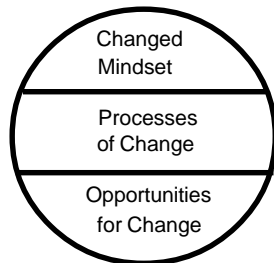
Communities of the Future is tying in the systems. It’s where everything feeds in on how we think. And it’s how we lead that’s so different from the past. Change will come from the bottom up—from *citizen leaders*.

Understanding the times in which we live is one of the keys.

Progressive communities have...

1. A citizenry that understands trends—that has changed mind-sets.
2. Structure without hierarchy: *Networks!*
3. Developed pools of “process leaders”—a system of *process leadership*.

Graphically, it looks like this:



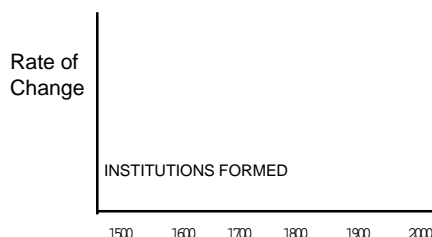
These are encircled together because they are tied together

Leaders in these progressive communities possess skill, concepts, initiatives. These require development, preparation.

If you rush to bring people together and they’re not prepared to deal with one another, you’ll get strategic plans, but little action or results. You have to begin organizing one-on-one. Leaders must be facilitative. *Coaching* leadership is imperative. Indeed, leaders will sometimes be “wrong on purpose” in order to give others *ownership* in an effort.

And patience. We often want action before we know what we’re dealing with.

We’re living in a time when every part of our society has a revolution going on. Every part is moving fast and furiously. Our institutions are overloaded. All of our institutions were developed in times of little change.



Our institutions were not designed to handle such rapid change. Every day things change so rapidly.

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Demographics: A Map to the Future

Ron Crouch, Kentucky State Data Center, University of Louisville

I tell people what they *need* to know. That often differs from what they want to know. What’s the difference between perception and reality? You can change reality.

We operate mostly on “agreement reality.” That’s what we’ve been taught. Much of what we accept is based on what we’ve been taught. We like to do things the way we’ve always done it and are comfortable with. We operate under “yesterday’s rules.”

We need critical thinking. We must reorient the way we think:

1) Don’t look at point-in-time data; look at trend data over time.

2) Consider magnitude. How much is one factor compared to another. What’s the CONTEXT? “We love to attack rhetoric problems versus reality problems.”

3) Consider the total; don’t operate in a vacuum. We’ve become so specialized that we know more and more about less and less. We don’t see the total picture. Do a SWOT Analysis:

S-W: Strengths and weaknesses (What are they)

O-T: Opportunities and threats (What are they)

Families today. “More families have old people than young people!”

Thirty-eight percent of Kentucky households have children; 31% have members sixty or older. 112 Kentucky counties lost youth population. We have a problem in “economic infertility.” Young families are *not* having children. Kentucky ranks 46th in “fertility rate.” Except for Georgia and Florida *all* southern states have fewer children now than in 1980. In fact, 33 states had fewer youth in 1990 than in 1980.

The biggest U. S. problem: “That population aged 61-100.”

1980-90 Kentucky grew by only .7%. In 1990-93 Kentucky has already grown by 2.9%. The majority of this growth is by the in-migration of better educated people.

The problem in our society is that your families can’t afford to have kids; but the poor still do! The lowered percentages of *in-wedlock* births is the problem, not out-of-wedlock births.

Pre-1946 - Large(r) Families

1946-54 - “Baby Boomers”

1955-64 - “Late Boomers”

1965 and after - “Baby Busters:

In the earlier eras families had more kids. Today’s young families have fewer (1.8 children per couple.)

In 1900 Kentucky had 809,000 kids under age 14 and 65,000 persons over age 65. In 1990 Kentucky had 794,000 kids under age 14 and 464,000 persons over age 65.

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Communities of the Future — Smyre

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Principles of the Community of the Future

1. Shared Vision. *"Trendpacters."*
2. Education: Power. *"Re-engineering education."*
3. Community Consensus. *"Consensus democracy."*
4. Electronic Networks. *Teenology.*
5. Competitiveness. *Total quality; cooperation sharing.*
6. Community: Family. *"Cofacilitation;" networking.*
7. Process Leadership. *"Expanding the leadership pool."*
8. See, Touch, Feel. *Show the future at work.*

[See the Strategic Concepts, Inc. brochure for a more complete overview.]

Today we don't trust one another or our institutions. "We're having to rebuild trust in a time when everything's changing." A new governance must emerge—with decentralized decision-making and broader citizen involvement. Boards and leaders must become facilitators! In consensus democracy leaders must concentrate on building a shared consensus.

The governance/leadership paradigms have changed:

<i>Old</i>	<i>New</i>
Representative	Consensus
Make decisions	Facilitate
Conduct a meeting	Seek out diverse inputs
Leaders decide	Citizens set the agenda.

Technology must be fully utilized and developed: two-way communications (interactivity), computerization (networking on the information highway); and automation (integration).

In the future, communities must have: 1) technical systems in place and 2) networked diverse groups of people. We should be "conservative" enough to keep that which works and is good, but we must also be *radical* enough to build the "capacities for change."

Communities must be a "*Moisac*"—not mosaic—of cultural talents. By that I mean that we must be like Moses wandering in the desert *and* we must embrace cultural diversity.

There are three kinds of leadership in the future:

- **Project leadership**
- **Task or direct leadership**
- **Process leadership.**

The last type focuses on trends, analysis, consensus.

"Knowledge is the centerpiece of the future."

"The future and the community of the future is evol-

Demographics — Crouch

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Most teen births are not to young teens but to women ages 18 and 19.

The New Reality is this: We must educate and develop *all* our children. No more is there any room for "throw-aways."

The median age in 1970 was 27; in 2007 it will be 40. during the 1980's the average Kentuckian aged four years on the median age scale In far Western Kentucky the median age is now 40—except for Calloway County, due to Murray State University.

Fortunately, Kentucky has been in a "high growth" scenario *since 1990*.

During the years 1990-2010 the entire growth in Kentucky will be in the age 45+ population!! The growth in the work force is in the *mature* work force. Throughout the U. S. the entire growth segment is in the age group 35 and older.

Two-thirds of the population in the world that ever lived is alive today!

An astounding one-third of Kentucky's population has *not* finished high school. And one-fifth of those are under age 25!

Women are getting better educated. Sixty-five percent of our college enrollment is female. Where are the men? In Eastern Kentucky men are becoming "go get hers." They take their woman to work and school...and in the afternoon they go get her—while the men go nowhere.

Poverty: Kentucky's young families are *not* doing as well!

Should you plan to retire? To do so, one must be: 1. Financially independent, or 2. stupid.

Older student enrollment in Kentucky rose 88% from 1972 to 1986. We must have life-long learning and re-training!

We are an aging society. The entire population growth is "old folks." In 1936—when Social Security was begun—63 years was the expected life span and 65 was the retirement age. In 1990—76 years is the expected life span and 62 is the retirement age. It doesn't make sense.

The age problem in Western Kentucky is not because we're growing more seniors, "but because there are *fewer young*. People are aging in place, and retiring.

The biggest federal program in Kentucky: The Social Security program. "We're throwing older people out instead of slowing down."

Take a look at some alarming U. S. Labor Force statistics. In the 1950's, 65% of all men were working. In the 1970's, 43% of the men were working. In the 1990's, only 26% of the men are/will be working.

In the FY1993 U. S. Budget \$837 billion went to human services: \$304 billion went to Social Security
\$207 billion went to other retirements

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Business Process Engineering — An Electronic Meeting Facilitation

"Success is never an accident. A surprise sometimes, but never an accident." It comes from vision and preparation.
—Larry Mendenhall, WKU

Leroy Mendenhall, UNISYS Consultant/Business Process Re-engineering

Our branch of UNISYS was created to assist firms in:

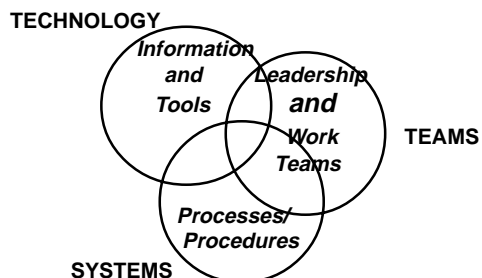
- Creating a Vision for "Enterprise"
- Getting the work force and teams involved in the process.

There are troubled organization who can use these services.

"The easiest thing for a leader to do is give away his employees' time."

"Internal re-engineering is often needed."

The UNISYS plan for Organizational Improvement comes from blending technology, teams and systems.



A "boss" isn't. The leader and the subordinate *both* work for the customer!

The premise behind TQM is: Build quality in up front rather than inspecting it—the poor quality—out at the end. Quality is not the inspectors' job. It's everyone's job!

The chart above represents the interplay of the three "bubbles" of technology, teams and systems. In the past, we'd attack one of the "bubbles." But TEAMS would be the *last*. We would

- 1) Look at improving systems
- 2) Get the human element out or reduced.
- 3) Deal with teams, but fear giving them

too much "Independence." We know now that Innovative Ideas result from Empowerment.

In the UNISYS approach we work with all three elements in interaction.

Managing change is one of the crucial aspects of every dynamic, successful organization. But what kind of

Demographics — Crouch (conclusion)

\$132 billion to Medicare

Only \$52 billion went to education and training.

We must redefine "family" and "old." Ages 50-70 is *not* "old" any more! And "Instead of terminal degrees, we must think in terms of lifelong degrees."

change will management support?

There's Incremental Change versus Radical Change
Most organizations will support continuous, slow improvement. Only a few organizations foster "Quantum leaps."

To really change an organization, Leadership must have a Vision. Only a few times do "work teams" produce that effect; few organization submit to "revolution." Mostly, it's incremental change unless the organization cannot survive that approach...and a crisis is evident and understood.

We talk a lot today about "Re-engineering." Corporation. Government.

Radical redesign focuses on processes which can achieve *major* gains! The Key Question is: "If we could start from scratch, how would we design it?"

At UNISYS, we've developed a technology-based tool and methodology to:

- Establish Leadership vision and Support
- Define the "as is" model
- Perform, process, improvement
- Build the "to be" model
- Document the business case
- Select and implement solutions.

We must begin the change process by asking what's actually needed? Is it massive change—or (which is more often the case) eliminating a few "dumb policies" or reducing the number of processes.

Ours is the UNISYS Electronic Meeting System. It provides an efficient means for:

- Problem Solving
 - Strategic Planning
 - Documentation
 - Training
 - Joint Application Design
 - Business Process Re-engineering
- It's a portable EMS Systems with
- 15-20 computer stations, plus printers and projectors
 - a two-hour set-up time
 - facilitator, a technographer/model for staffing.

Everyone visualized their ideas and works toward a shared vision.

The benefits of the UNISYS system approach:

- Anonymous input
- It applies team synergy to complex problems
- It captures input from all participants
- It increases callabustion
- It allows simultaneous sharing
- It minimizes conflict and "political" influence
- It condenses meeting time

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Agricultural “society” supported population groups of 200+. Then around 6,000 years ago the “plow” was invented and 97% of the world’s population engaged in farming, leaving the remaining 3% in cities—none of really great size. That ratio of rural to urban continued until the Industrial Age began around 1800.

Prior to 1800 there were only six cities in the world with populations of 500,000 or more. By 1900, the difference was mind boggling. Most of the growth since 1800 has been in huge cities. Now fifty percent of the U.S. population is in cities of one million or more.

The “post-industrial age” began in the late 1940s to early 1950s—changing into today’s *service industry*. Now more and more people are moving from cities to the suburbs. What that says is that people are trying to get back to a smaller community scale. Technology enables us to do this.

We’re now on the brink of a new kind of community. In his book, *Community*, _____ Encione(?) says we *must* return to a sense of community!

Our ideological development is crucial to this. During the agricultural and industrial eras great differences arose between urban and rural dwellers. The “powerful” were those who had information and money; the power-less were those without these resources. Over time, those who held control of the power developed a sense of “divine rights.”

Today we must shed the ideology that some are vastly superior to others. It’s just not so!

I served on the Southern Growth Policies Board. Every six years we develop an assessment on the South. We just finished one. In our last two reviews we concluded that we: **1) must develop our human resources**, and **2) must improve our population**.

There are basically three elements to community:

- **Place**—a given location of defined characteristics.
- **People**—an “asset” or a “liability,” they’re your only real resource.
- **Inter-relationships**—interactions... this is *the key!*

We must start with leaders and leadership. We usually think of leaders as being “at the top.” The richest. *Leadership* is different! It’s about *relationships*.

I was commissioned a while back to research leadership in the Mississippi Delta, the poorest part of the United States. What’s it like? Who are they? What do they do? I interviewed 152 key leaders, mostly white, and found that those at the top were bright, knowledgeable, articulate. But still, nothing got done in the Delta.

Those powerful people integrated into themselves. They proudly recounted and proclaimed they could get virtually anything done legislatively at the state-level in Jackson or nationally in Washington, D.C.—*but not locally!*

They had no power in those areas where they had

no relationships!

In the Delta, blacks had the numbers and the *local* “political” clout—but none outside the Delta.

Leadership is about *practical interactions*. A doctor friend, Dr. Daniel Hifiths (?) teaches about these in his medical model:

Situational Types (of problems)

	Problem Definition	Treatment (Solution)	Locus of Work
Type I	Clear	Clear	Leader
Type II	Clear	Unclear	Leader and Constituents
Type III	Unclear	Unclear	Constituents

We’re good at solving **Type I** problems. “Leaders” (and public officials) like these. And these are the most common problems: *The doctor know the problem, he/she knows the treatment; it is rendered, and the patient improves.*

In **Type II**, the doctor know the problem, but the treatment is unclear. For example, “lifestyle changes” may be recommended. The leader, the doctor says in effect, “I can’t do what’s needed. You’ve got to do as much or more than I.” *Both the doctor and the patient must team up on the solution/treatment.*

A few leaders can’t achieve success over Type II problems. They must ask, who do we need to involve who can? List them. Rank them. Engage them.

Community leaders have to be deeply involved in their community. In Tupelo, Mississippi, business leaders give 50-75% of their time to “the community,” and business is prospering!

Type III problems—like education—are unclear... and the solutions are unclear. In fact, there are multiple (many) definitions of the problem—and there’s truth in all of them. These problems can only be solved by the constituents themselves!

We must think “*community builders*” rather than “leaders.” Use the new term. Success over complex community problems is not about an “issue.” *It’s about building a community. Trust. Relationships.*

Politicians, “don’t tell people you’re going to do things for them. You can’t.” Political leaders can do all they possibly can, but in the final analysis it’s up to constituents. **“Leaders” can’t save us in the most complex situations.**

In 1940, Lee County, Mississippi—in which Tupelo is located, was the poorest county in Mississippi. Today Lee County has the second highest per capita income in the state. And they’ve done it all—made that dramatic change—with *human resources*. That’s all they have! (The March 2, 1994 *Wall Street Journal* carried an article about Tupelo’s success in an article entitled “Southern

Comfort.”)

Tupelo is now home to 100 industries, including eighteen *Fortune 500* companies. It has 18,000 industrial jobs. The educational system is one of the best school-cooperative efforts in the United States. *It's all about relationships!*

George McLean, after whom the McLean Institute is named, was a Tupelo publisher. He said, “All you have is people and relationships.” He told the Tupelo business community, “As long as your customers are poor, *you* can't make much money!”

When it comes to your people you can't trade off. You've got what you've got. Then you must use and develop the ones you've got!

Tupelo first organized every surrounding rural community—fifty-six of them—into an “RCDC.” Each one operated like a New England town meeting. The residents in each decided for themselves what they/their community needed. That's important. The learning point is this: **“Start where residents' concerns are, not where *you* think they should be!”**

Remember, “Leaders *create an environment* in which things get done. Help people organize for themselves so *they* can do what they want to do. In Tupelo, the civic clubs paired up with designated communities as their “sponsors.”

The ultimate direction of the involvement sequence was seen early on in Tupelo: from Agricultural to Industrial to a Service Economy.

“In Tupelo, everybody is part of the solution.” We're all connected.

The Development **of** Community is *everyone's responsibility*. These activities are the ties that link community together.

The Development **in** Community is an *entrepreneurial function*. It's the development that takes place *in* that location—what we call economic development.

Margaret Mead said, “Never doubt that a group of concerned and organized citizens can change the world. Indeed, it's the only thing that has.”

Family of the Future

Dr. Treva Mitchell

Few researchers/writers project their concepts of “family” out beyond 2010. They focus on shorter-term problems, issues, consensus rather than “trends” of the families.

We tend to romanticize the family of the past. We need a less emotional, more realistic conclusion. The family ideal has *never* really existed in American society. We are a diverse, pluralistic society. We must deal with “family diversity,” not the “traditional nuclear family” which likely never existed.

Watch out for the “*PERIOD OF PARENTESIS*” 2005-2010. Business will be stressed for fewer customers—due to coming of aged “baby boomers.”

The Odds of divorce are now 50/50 for each marriage. The word “Family” means many things today.

Examples of Today's Families:

- Cohabitant relationships
- Adult(s) - child
- Marital relationships.
- “Actors”—“people acting out independent roles that change over time.”

Some Types of Families:

- DINKS - Double Income, No Kids. 115% of the population.
- Uncle Fred/Aunt Jack —Gay/Lesbian Relationships
- Boomerrangers—“Kids returning home [adult kids] (40%)
- Serial Marriages (2/3 of all marriages by 2000)
- Step Families/Blended—or “Reconstituted “Families (now and 110 2000 1/3-1/2 of all children)
- Cohabitants. (60% of all under 35... 90% expected to marry; only 35% did)
- Single-Parent (1 in 8)
- Grandparent Families (“skip generation families” 5%)
- Commuter Families (“weekend marriage” relationships)
- Dual worker/earner families (1 in 10)
- Homeless—with increasing number of kids (13.5%)
- Inter-racial (2%)
- Foster of Group Home
- Gangs

Some Issues Facing Families:

- Stress
- Violence/crime
- Economics
- AIDS (By 2000 1 in 5 families “affected” by AIDS)
- Drug/Substance Abuse
- Family Abuse (family violence produces violent adults, crime, neglect.

Some Bioethical Issues Affecting Families

- Genetic engineering
- Assisted suicide
- Inutero surgery
- Neonatal life support
- Sperm banks
- Donor insemination (anonymity?)
- Abortion/morning after pill

Get Ready for the “Geezer Boom”

- By 2030, 1/3 of the population will be over age 65
- By 2030, only two workers will be supporting each Social Security retiree
- Health costs will be high
- There will be “widow wars”: sharing a man? (Culturally, worldwide, monogamy is *not* the norm”
- Gray Power will have arrived
- Second and Third careers will be the norm
- Four generation families will be norm by 2000
- Day care centers for the aged will be commonplace
- The “Sandwich Generation” will grow
- There will be many Skip-generation Parents

Types of Marrieds:

Married with Children

- Traditional
- Step-

Married without Children

- Pre-parent (will have children, but none yet)
- Empty nests (grown children)
- Non-parents

Reasons for Changes in Family Structure:

- Changes in norms and attitudes
- Postponing of marriage
- Economic shifts for men and women
- Less tolerance of non-quality in relationships
- “Secular individualism” (“atomism”)
- Men remarrying more quickly than women
- 13% of all births to teens
- Unmarried women delivering 27% of all births

Conclusions:

- We will continue to value “family”—but not any particular form! It’s a patchwork quilt, but durable and a central component of life.
- The Dramatic “chock changes” of the 1960s-80s *will* show
- There are two instrumental trends: 1) the aging of the population, and 2) the growing minority population (1/3 by 2000)

colleges and universities, 2) two-year colleges, and 3) associations. There are three things colleges must do:

1) Uplinks and downlinks to satellite communications are a must.

2) Corresponding connections in every high school in Kentucky is also imperative.

3) National linkages must also be in place: Access and offer via satellite/video the best minds and varying perspectives in the United States.

Educate everyone. It’s been said that *A* students are the researchers; *B* students are the professors; and the *C* students are the entrepreneurs—who endow the colleges.

Up till age 21 young people are “learning the trade.” During ages 21-25 they’re learning the “tricks of the trade.” Those 25-40 practice the trade and perfect the “tricks.” After age 40 they forget the trade and practice the tricks.

We’re only going to make it with an educated population.

We are in the middle of a process of downsizing, restructuring, and “flattening the pyramid.” Why are we laying off middle management? Computers!

Studies early in the 20th Century determined that the optimal span of control was six subordinates to each manager. Beginning with World War I, the military was organized on this basis. Business followed suit. But with computers and the “span of control” has grown to twenty-one subordinates per manager. So we don’t need as many people (middle managers) now.

By 2000 we will speak by phone in our language and the hearer of another language will receive your words instantaneously in his native tongue. Even idiomatic expressions will be converted in transmission so that both parties will have instant, understandable communication between them. U.S. intelligence-gathering organizations have monitored foreign telephone calls—via satellite—with this kind of capability—including immediate transcription in English—for many years.

By 2000 twenty-two percent of workers will work at home. A single piece of equipment will be their mainstay. It will be a combination computer/fax/telephone/duplicator machine; it will function in any of nine to ten languages; and it will cost under \$2,500. It will also come with a flat, wall-mounted viewing screen to enhance inter-location face-to-face communications.

The American dream of home ownership is alive and well. But it now costs \$120,000 on average for a 2,000 square foot home. That will change. We have the technology to build houses out of polymers—just like cars. Our kids will be able to buy a 3,500 square foot house for \$35,000, excluding land costs. The houses will have all the high-tech amenities. They will be built by robots and delivered on site by driggibles. The biggest current prob-

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lem is the multitude of community/local restrictions, but those will change.

Education is the most important problem in the United States. It's the only way we can compete in the world. But the polls say the public rates it as the fourth concern—behind 1)balancing the federal budget, 2) drugs, and 3) AIDS.

Listen folks, there's no answer for AIDS. No cure!

Until 1964 the United States had one of the best education systems in the world. Why did it get so bad during 1964-80? The feminist movement! The "best and brightest" women used to go into teaching—that's all that was open to them. No more. Now women go where the money is. "The dummies go into teaching." No group, other than athletes, has lower SAT scores than those entering teaching course work.

Too, U S. kids simply don't go to school enough. They go fewer days per year than in any other industrial nation. We *must* require our children to attend school seven hours a day, 210 days per year.

In the U. S. we do best with economic incentives! Face it, some workers *are* better than other. Some teachers teach better than other. We *must* have a *merit pay system* for teachers! Get rid of unqualified teachers; pay the good ones more! It's being done in Fairfax County, Virginia, and it works.

Vocational education is also crucial—despite Ross Perot's opinion to the contrary. Twenty-five percent of our youth go to university/college; twenty-five percent drop out of school; the remaining fifty percent need vocational training to help them "get a job" when they graduate vocational training.

"We loved (Ronald) Reagan because he was dumber than us. We proved we didn't need a president to run the country."

Vocational education was "ruined" when we started putting our disciplinary problems there. We need vocational education. We need those youngsters to go to work and earn money. It takes twelve years for English graduates to catch them on earnings; ten years for liberal arts graduates.

Starting in 1964, we said all "education" had to be equal—and we "dumbed it down." We said "schools are social, not education institutions." Now we're 25th in education levels in the industrialized world. This has got to change.

Use computers. Kids work at this own level and are instantly gratified. Produce feedback so that teachers know the students' status. They can also lower the teacher-student ratios.

"A dumb kid never made a job for anybody."—nor a poor kid either.

How can we have computers for every kid in the classroom? JTPA. The Job Training Partnership Act (JTPA)

provides for purchases of computers to train unemployed workers. Buy them under that provision, place them in the schools; let students use them 8:00 a.m. - 4:00 p.m., the unemployed can train on them 4:00 p.m. til midnight. Through "full utilization" both ends can be well served.

Despite its competitive problems, the U. S. still has one key trump care: *food supply*. Forty-four percent of the world's food comes from the United States. Canada provides another 25%. That's 69% of the world food supply from the North American continent.

As we position ourselves for change and the future, remember this, "Perception is more important than reality!"

Let me demonstrate that with my "Spanish Armada story." A frigate was in mid-sea when approached by an enemy warship. The captain was called to the deck to give orders. He asked for his red coat to be brought to him. Then properly attired, he issued orders and the enemy ship was dispatched. This same things happened port, starboard, fore and aft. Each time the capital ordered his red coat before giving his orders. Queried, he explained that if he got shot his men would not be so likely to see the blood and they would remain focused on this tasks at hand. After a while, the captain was again called to the deck in the face of a new enemy, this time an overwhelming force arrayed against the single frigate. "What orders will you give, captain?" He had on his red coat, but he paused. He called his aide below deck and said, "Bring me my brown pants."

QUESTION AND ANSWER.

Can we afford both universal sick care and effective education?

Yes, both are affordable. Sixty percent of all military expense is in salaries and pensions. We can't continue this. I'm an ex-Navy man, and we don't need this.

The public view has crime (# 1) and defense (# 2) ahead of health care (# 3) and education (# 5); infrastructure consensus are # 4. We can have health care and a good educational system. We must.

There are three things needed in any ultimate health reform: 1) universal coverage, 2) portability from job to job, and 3) no exclusions for pre-existing conditions. What we surely *don't* need is an 80% employer-provided health care program.

But...

"We cannot afford a welfare program; we've got to have a *workfare* program!"

