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ABSTRACT

Six major areas considered most likely to present stern challenges to educational leaders in the final years of the 20th century are: (1) changing demographics, (2) economics, (3) technology, (4) occupational and vocational education, (5) human rights, and (6) family structure. Relying on major reports, current periodicals, and personal experiences, the authors of this monograph identify key information about the six areas and stress the extent to which each area is and will be a challenge to educational leaders. The challenges are first described from a general perspective in each of the six areas and then linked to the urban school district of Milwaukee (Wisconsin). (MLF)

Part II
CRITICAL CHALLENGES FOR LEADERS WHO ANTICIPATE AND MANAGE THE FUTURE

PREPARING LEADERS TO ANTICIPATE AND MANAGE THE FUTURE:

Part II

CRITICAL CHALLENGES FOR LEADERS WHO ANTICIPATE AND MANAGE THE FUTURE

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A Task Force Report From
The UCEA University-School District Partnership

University Council for
Educational Administration

About The University Council For Educational Administration (UCEA)

The University Council for Educational Administration (UCEA) is a private, non-profit corporation established in 1959 to help improve the preparation and inservice training of administrative personnel in education. The Council's membership includes major universities in the United States and Canada. Selected school districts are affiliated with UCEA in a University-School District Partnership Program.

UCEA's activities are carried out through:

1. Advancing research and research capability by helping improve research design, working to enhance research capability of member institutions, and by helping marshal human and other resources for research in new and neglected areas of educational administration.

2. Fostering preparation program improvement by developing more effective methods of instruction and new materials and encouraging their application.

3. Promoting additional information exchange through journals, books, and other publications to further research and program development and to help move ideas into practice.

UCEA's missions are accomplished through cooperative efforts of member universities and Partnership School Districts.

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ABOUT THIS REPORT

Helping prepare leaders to anticipate and manage the future has been a theme of numerous activities of the University Council for Educational Administration. The topic was selected in 1979 for special emphasis by the UCEA University-School District Partnership.

This report on preparing leaders to anticipate and manage the future was prepared by a task force of professors and school administrators. The report is in four volumes, each jointly authored by a professor and an administrator from the Task Force. Titles and authors of the four volumes follow:

1. *Society and Education: Educational Management for the 1980's and Beyond*
   Muriel Mackett, Northern Illinois University
   Donald Steele, Seattle Public Schools

2. *Critical Challenges for Leaders Who Anticipate and Manage the Future*
   John R. Hoyle, Texas A & M University
   Lee R. McMurrin, Milwaukee Public Schools

3. *Skills, Understandings, and Attitudes Needed by Leaders in the Future*
   Luvern L. Cunningham, Ohio State University
   Thomas W. Payzant, Oklahoma City Schools

4. *Implications for Preparation Programs and In-Service Programs*
   Larry D. Haskew, University of Texas
   Allan L. Peakes, Montclair Public Schools

We believe this report will be of particular interest to individuals responsible for pre-service and in-service preparation of administrators in education. Its contents also will be of interest to others in education and in education policy making.

Charles L. Willis
Executive Director, UCEA

CONTENTS

CRITICAL CHALLENGES FOR LEADERS WHO ANTICIPATE AND MANAGE THE FUTURE

The societal trends identified and cogently analyzed by Frank and Steele in Part I are building enormous challenges for educational leaders. These trends can be compared to waves crashing on the beach: some are quietly dying in the sand and others are returning to crash with greater fury. Based on the trends identified directly or indirectly in Part I, we selected six major areas. Our six major areas are obviously not all inclusive, but we felt that they were the areas that are both now and in the future the greatest challenges to educational leaders.

The six major areas around which Part II is developed are: 1) Changing Demographics, 2) Economics, 3) Technology, 4) Occupational and Vocational Education, 5) Human Rights, and 6) Family Structure.

Our effort was to identify key information about the six areas and to stress the extent to which each area is and will be a challenge to educational leaders. The writers relied on major reports, current periodicals, and personal experiences in developing the six areas.

We first described the challenges from a general perspective in each of the six areas and then attempted to link them to the real world of an urban school district: Milwaukee, Wisconsin. Though Milwaukee is not the typical representative district — none is — it will continue to face each of the six challenges presented in our report. Therefore, in each of the six areas, the Milwaukee experience will be described in terms of the challenges faced by its leaders.

1. CHANGING DEMOGRAPHICS

The national challenge

A major challenge facing educational leaders is the change in demographics. Demographers are forecasting that by the mid-1980's elementary school enrollment may have declined by as much as 18 percent since 1970. Secondary enrollments may have declined as much as 25 percent through the 1980's. Educators in many urban school districts in many regions of the country have for some time struggled with these demographic dilemmas. They have experienced the closing of school buildings, laying off of personnel, cutting back services to the bare bone, and placing a drain on the funds available to already poor districts because of the structures of state aid formulas.

Not all areas in the country, however, are facing population decline. The shift to the sunbelt is continuing. This shift is economically motivated since unemployment rates grow worse in the older, established areas of the southern and western states. All of the nation's growth in 1970 and the early 1980's was in the south and west. Texas, California, and Florida accounted for 42% of the total gain in the 1970's.

These shifts to the sunbelt are causing enrollment decline in urban schools and creating growth in suburban and rural districts. For example: Tulsa, Oklahoma; Houston, Texas; and Phoenix, Arizona, are experiencing a leveling off in enrollment decline while the surrounding suburban districts continue to grow. Thus in many cities buildings are built and teachers and administrators are hired to educate the new arrivals from the north and midwest. Unless the economy takes an upswing in the northeast and midwest, this movement with its impact on school enrollments will continue into the next decade. However, in spite of this trend, the country as a whole will continue to face a decline in student enrollments through 1995.

Acording to a National Institute of Education study on declining school enrollment,[1] demographic and analysis can provide credible estimates of school enrollments to 199. These rough estimates provide numbers, but additional features of the population and enrollment structures must be confronted. Details about age, sex, ethnic, and geographic factors must be monitored to plan functional educational programs into the 21st century.

These details, however, are not always clear because of the way in which demographers determine the future population trends. They consider the number of deaths; migration patterns are also taken into account. However, population predictions depend primarily on the expected number of births, the most difficult variable to manage. If demographers choose an average birth rate of 2.1 children per woman as the most probable estimate for the next 20

years, there will be a 19 percent increase in the 5-13 year old population between 1980 and 2000. However, a recent Census Bureau report points out that women are waiting longer to marry and, when they do, are likely to have two children — a lower level than the previous low point during the mid-1930's. In spite of the elusive birth rate variables, secondary school enrollments are expected to decline until 1990, followed by a six percent increase in the last decade of the century.[2]

The change in age mix in America presents a major challenge to educational leaders. According to the 1980 census and other estimates, between 1980 and 2000 there will be a 50 percent increase in the 35-64 age group and a 35 percent increase in persons aged 65 and older. In 1981 the median age will have passed 30 years — the age once considered over the hill by the young. Within 15 years one out of every five Americans will be over 55 years of age which means that for the first time in our history, there will soon be more people over 55 than school-age youngsters. Thus, we are changing from a child-centered to an adult-centered society.

Most superintendents, professors of educational administration, and leaders in state and national education agencies are now aware of projected enrollment statistics, and efforts toward managing the decline are well underway. The enrollment decline of over five million students in the decade of the 1970's caught many educators unprepared. It was the end of the era of expression and the beginning of the era of retrenchment although, according to Diane Divoky, "at the time no one really understood the enormous implication of the turnabout in statistics."[3]

There was little agreement in the educational establishment as to what the decline would mean to the schools. Many welcomed the new era with optimism, thinking that fewer students would make for smaller classes and more learning. Others know that most taxpayers saw lower enrollments not so much as an opportunity to improve schools but as a way to save money. In reality, the decline in the numbers of students resulted in neither an improvement in the quality of education nor a saving of taxpayers' dollars.

The urban areas faced the greatest decline in students with the greatest losses in the northeastern and upper midwestern urban centers. Southeastern, southwestern, central, and western urban areas also felt the crunch, but the decline has decreased in the early 1980's. The large declines were caused by both the lower birth rates and the flight to the suburbs provoked by desegregation mandates or fears of them. The major inner cores of our urban areas to varying degrees were left largely black, lower class, and with lower achieving students.

Educational leaders, especially school superintendents, continue to view the drop in live births and plummeting fertility ratios with little optimism. A survey of Illinois schools shows that there will be a seven to 12 percent statewide enrollment shrinkage in elementary and secondary schools in 1981. In Chicago's north shore suburbs, Niles Township had a 50 percent

enrollment drop in first grade. In Champaign, Illinois, four elementary schools have closed in four years. These situations are typical of what other districts face or will face in the near future.[4]

Declining enrollments have presented many challenges to educational leaders. How can the traumatic experiences of some of these educational leaders help others who will sooner or later face the same challenges of decline? How can leaders face public meetings where formerly loyal supporters now raise angry fists to protest either budget costs or increases and the closing of a neighborhood school? How can professional organization agencies and universities prepare educational leaders to manage decline when teachers resign by the droves rather than teach in the central cities?

How can leaders solve the teacher shortage in critical areas of math, science, special education, bilingual education, and industrial/vocational education? These teacher shortages are greatest in the central cities, but are also a problem in suburban and rural communities. Industry will pay more money to teachers who want no part of the problems associated with troubled, lower income children and parents. With the teacher supply down by about 40 percent since 1972, prospects for the future are serious. The women's movement has opened more lucrative professions to those who once provided the bulk of the teaching force. And because of declining enrollments, teaching no longer offers solid security. If the trend continues, a teacher shortage especially in the south and west will rival that of the 1960's by the end of the decade.

Finally, how can education leaders best plan for the coming 20-25 years in terms of building and staff need? If the 40 million plus women of child-bearing age (they are now aged 16-34) decide to have two children each and if population shifts continue, many of the closed facilities will need to be reclaimed and reopened in the next five years. Also, if the development of home video and computers for instruction comes within the financial reach of most of the schools' clients, would students choose to stay at home and diminish the need for classrooms, teachers and administrators?

School leaders have faced and met serious challenges before. They have built America's schools, prepared teachers and administrators who have integrated those schools, and guided education within them. Will the leaders of today and tomorrow add "managing enrollment decline" and all of its associated problems to their long list of leadership accomplishments?

The demographic challenges in Milwaukee

Milwaukee is the only major city in Wisconsin. Like its neighboring state of Michigan which has its Detroit, Wisconsin has its Milwaukee. Approximately 715,000 persons live in Milwaukee with an equal number residing outside the city limits in established suburban areas.

Milwaukee experienced gradual growth from its beginnings in the mid-

1800's until the late 1920's. Like other cities, Milwaukee experienced very little growth in the depression years of the 1930's. The greatest challenge came after World War II when the borders of the city were expanded by annexation and consolidation and public school enrollments grew from 62,344 in 1951 to a high of 133,606 in 1970. During that nearly 20-year period, approximately 60 new schools were constructed in Milwaukee. Small elementary schools, medium size junior highs, and large senior high schools stand today as monuments to this tremendous period of growth in all sections of the city. This building challenge was met with excellent support on the part of a population which has a record of never turning down a bond issue.

The non-public schools were also growing during this period of time, but the percent of children going to non-public schools decreased from 37 percent to 23 percent.

All projections during the late sixties and early seventies were growth oriented. In fact, one study estimated that by 1975 there would be 168,000 students attending Milwaukee's public schools. However, something very significant was happening in our total society. The advent of the Pill and more women in the work force resulted in fewer live births beginning in Milwaukee about 1960. Furthermore, the distribution of live births among the various ethnic groups was changing. In 1950, for example, 819 black children were born in Milwaukee. By 1960 that figure had increased to 2,678. That live birth distribution would be reflected in school enrollments and in the percent of black students enrolled in the schools. By 1968, black student enrollment was 24 percent; ten years later, in 1978, it had almost doubled at 42 percent.

In keeping with the national trend on age mix, Milwaukee's population is growing older. The white parents who sent children to school in the 50's and 60's have largely kept their homes but no longer contribute to the school population. Black parents, generally a younger age group, continue to send new students to school. This situation has created several challenges for Milwaukee generally.

1. More attention must be given to senior citizens. They are a growing population with expressed needs, are vocal, and highly organized.
2. The number of families with school-age children is diminishing and represents a smaller segment of society. Although these families also have specific needs that must be met, they tend not to have the political strength they once had when families were younger and the city was growing.
3. Comparing an aging white population to a younger black population in Milwaukee, it is projected that the enrollments of black youngsters will rise to about 65-70 percent. In 1979, minority students for the first time outnumberd majority students in the school district if Spanish students and black students are added together. If Spanish students are added to the white students, as they were in Milwaukee's federal court desegregation case, blacks are just below the 50 percent mark.

Because of these demographics changes, the Milwaukee school district is and will be addressing these specific challenges:

1. A surplus of school plants and facilities.
2. Decisions as to which facilities to close. At the elementary level, nearly 75 buildings are relatively new facilities as contracted to 26 facilities that were constructed before the turn of the century. The public outcry is against closure of both the old schools in well-established parts of the city and the new schools built in response to the baby boom. In both cases there are examples of schools which no longer have an adequate student population.
3. The reduction of staff either through a stringent lay-off procedure or by well-planned attrition, or through a combination of the two. The current situation is an aging staff with very few teachers being added on a yearly basis. During the boom period, Milwaukee added as many as 650 elementary teachers each year; during each of the past five years the number hired has been a fraction of that amount.
4. The need for programs with a strong morale booster such as staff development to meet the adverse effects of reduction in force, no growth, and a declining student population.

Since 1975 Milwaukee has closed 27 school plants, both old and new, in all sections of the school district. That action has resulted in another challenge, namely, the disposition or retention of buildings and sites which may or may not have a use by the school district or other community interests in the foreseeable future. Futhermore, additional schools will have to be closed because of a projected school population of nearly 50 percent of what it was during the peak years of the 1960's when Milwaukee had as many as 167 schools. Year by year, however, it is getting more and more difficult to select good candidates. Because of public pressure and the painfulness of each closing, the Board and staff are becoming more reluctant to nominate a school for closing.

2. ECONOMICS

The national challenge

Managing the financing of education during a period of decline has become the major concern of educational policy makers and will become even more of a problem if enrollments continue to decline as projected. State aid funding mechanisms, developed during periods of growth, tend to relate state allocations to student count, either directly or indirectly. Thus, during a declining period, state funds are reduced in proportion to the district's loss of students. The problem is that the cost of providing education does not diminish in direct proportion to the loss of students. Costs of building maintenance, utilities, special programs, supplies, transportation, and staff salaries continue to spiral upward. Enrollment decline is felt almost equally at all grade levels and not in nice neat "chunks". Taking three or four students from each class hardly reduces the staff or support services needed for that class.

The fiscal problems caused by declining enrollments in an inflated national economy can be solved either by increasing per unit expenditures at a greater and faster rate or by reducing expenditures. Many school districts have had to cut programs and staff just to hold the budget to last year's tax increase level. If the cost of educating 500 children is $500,000 and the enrollment drops to 250, the taxpayer immediately concludes that a 50 percent cost reduction should occur. Taxpayers find it difficult to understand that had the enrollment stayed on the same 500 student level, the new costs would probably have increased to $1,000,000. Teacher salary increases of eight to ten percent and fuel costs alone would more than overcome any difference gained through enrollment decline.

These cold facts are hard to accept in aging communities where the children have grown. The majority of parents there have completed the task of "raising" their kids and using the services of the public schools. The necessity for other public services such as transportation and police and fire protection now has more importance. Education drops from their list of priorities. How do educational leaders influence older people who have no school-aged children to once again place the public schools as a high priority?

The public collectively cries for lower taxes and with regularity continues to vote down school levies in the less affluent communities where they are needed most. The results are school closings, staff reductions, and citizen outcries of injustice and foul play. Leaders who seek greater financial support for the schools are attacked by their constituents for alleged mismanagement of public funds. Budgets are scrutinized to "cut the fat" and to eliminate all but the basic requirements from the curriculum. And at the same time when taxpayers are crying for fewer programs and lower taxes, education decision

makers are being charged by state and federal mandates to implement programs for students for special needs (e.g., P.L. 94-142, bilingualism). Funding to support the mandates is far too often inadequate to assure success. The federal education budget cuts of 1981 predict even greater challenges for school leaders.

Others who are carefully scrutinizing school budgets are teachers, administrators, and support personnel. Their unions or organizational representatives are seeking any "fat" from the budget for increased salaries and benefits. Low salaries, the claim is, have caused them to fall deeper in the financial hole and further behind jobs in business and industry. School leaders see evidence of this in the growing number of teachers and support personnel applying for welfare benefits in order to support their families. Teacher dropouts and the loss of talented young persons who choose not to enter the teaching profession are additional major challenges facing school leaders.

A nation which values its plumbers, sanitation workers, and other non-college educated more than the teachers of its children is surely headed for certain failure in public education. School and community leaders must face the fact that quality teachers and administrators can and will leave education for economic reasons and enter the higher paying worlds of business and industry. The solution is obvious: Our educational leaders must find new leverage to lift state and local appropriations for the schools if the schools hope to retain their talented, dedicated professionals, and once again attract America's brightest into the profession of public education.

A corresponding challenge to these leaders is better strategies to evaluate the performance of staff members. If the appropriations are requested, the appropriators must be assured that the salaries and benefits are going to the most effective performers. More money for higher salaries must be judiciously distributed to reward the productive persons.

How does a school leader plan for these demographic shifts and federal program mandates which, when linked with double digit inflation, cause a lowering of educational services? What must school leaders do to impact policy on school finance? How can a school leader sift out changing community needs and seek taxpayers' and private sector's support? How can school leaders keep their jobs when many of the most able superintendents are fired merely because communities need to blame someone?

Finally, how can school leaders faced with decline and scarcity provide quality education and retain and attract quality staff when policy makers and an aging society are pleading for lower taxes and less government spending? The answers do not come easily.

The economic challenges in Milwaukee

Local financing of schools is very closely related both to the national economic picture and to local indicators. Many taxpayers in Milwaukee automatically assume that the school budgets should be going down because

the number of pupils is decreasing on a yearly basis. Some would believe that during a five-year period such as 1974-1978 when the enrollment decreased by approximately 15 percent, there would be a similar decrease in the budget. The reality, however, was that during this same period of time the Milwaukee school budget grew by 38 percent. This trend is destined to continue into the future and will probably be exacerbated. How do educational administrators face this very direct challenge on the financial management of school districts?

School leaders are pressed into several paradoxes: 1) to reduce costs and to increase services; 2) to lower taxes and pay the rising costs of utilities, demands of unions for higher salaries, and the tremendous increases in costs in fringe benefits such as health insurance; 3) to reduce staff but also maintain a highly skilled staff and all that that encompasses; 4) to compete on an even basis with private schools and maintain, under severe economic conditions, quality in both systems.

In Milwaukee over the past six years, the greatest challenge has been to stay within the cost controls established for all school districts by the state legislature (currently a permissible 10½ percent, earlier a 9½ percent yearly cost increase). During that same period, increased programs and services for exceptional education students were mandated and a desegregation plan was implemented featuring educational incentives for parents to make choices to schools beyond their neighborhoods to accomplish court-ordered goals.

In the case of exceptional education, additional aids are provided by the State of Wisconsin to all school districts in the amount of 70 percent of local costs incurred for exceptional education programs. The problem, however, has been that a school district receives reimbursement a year after the money is expended locally. As a result, school districts have had to carry the first-year costs because the state was a year late on revenue.

The desegregation effort in Milwaukee, which moved the school district from having approximately nine percent of its students in desegregated classrooms in 1976 to 84 percent in desegregated classrooms in 1980, required substantial improvements in educational programs including numerous specialty schools to give parents choices for student movement. This, in turn, required a very complex transportation system to get students from their homes to the schools of their choice. Transportation costs are basically underwritten by the State of Wisconsin under Chapter 220 of the state statutes. This law not only provides additional aids for the Milwaukee school district for any child who enhances racial balance, but also provides additional revenues to 12 suburban school districts who have entered into contracts with the city schools for the exchange of students. This unique law was pioneered in Wisconsin and has attracted the interest of many states with large metropolitan areas where improvements in the quality of educational opportunities are being explored.

On a negative note, it must be reported that even with strong union demands in a highly unionized city and in a state which has some of the original collective bargaining laws on the books, salary increases have not kept pace

with the economy. However, aside from the two high-cost items of exceptional education and desegregation, the largest increase in the budget has been the cost of personnel, a trend which will continue in the future.

The 38 percent school budget growth in Milwaukee over the past five years has been modest compared to other governmental units in the area which averaged about 80 percent during the same period of time. Local business and industry, excluding utilities, averaged 55 percent and the utility companies averaged approximately 70 percent. Even with such a favorable showing, the challenge to local school administrators is to ferret out in some detail the factors that have influenced the budget and relate these to the problems that business, industry, and other governmental groups are confronting as they go through their own budget development processes and attempt to fashion expenditures equal to revenues and financial resources.

3. TECHNOLOGY

The national challenge

The impact of technology on education continues to be immense and is presenting tough challenges to educational leaders. With a veritable flood of marvelous new high technology devices, how will educational leaders select the machines and processes which best facilitate human development at all levels of the educational system?

Demands for accountability from the public and from statehouses have hastened the arrival of "outcome based" education at the public school level and are filtering up to higher levels. Outcome based education technology has been the jargon of educational leaders for over 40 years. Concepts labeled instructional systems, instructional management, individual instruction, self-paced learning, and competency based education have been in the literature, talked about in the universities, and preached from convention podiums praising their saving qualities for the educational system.

Although some schools and universities have led the way in demonstrating an outcome based educational management system, their promising efforts face real obstacles. The major obstacle has been the linkage between educational learning technologies and the new electronic machines. That is, how do educators determine whether certain content should be taught by machines or by people? What kinds of objectives should be developed for each student and each classroom to assure minimum mastery as defined by Bloom?[5] Also, what kinds of linkages and technology must educational leaders develop to assure that classroom objectives for each student will contribute to the

overall mission or goals of the instructional system?

The flood of new machine technology is producing devices of enormous power, scale, and sophistication which can either strengthen human creativity or restrict it. The machines are no more marvelous than the educators who purchase them. Equipment already in production has turned cable television into a two-way communication system with enormous potential for enhancing the learning process. The pocket calculator and digital watch are only the beginning," says Jon Roland.[6] He surmises that there are now more than 200,000 low cost personal computers being used in homes, offices, and schools. That low cost plus the capabilities of these machines have resulted in everybody's doing it.

Roland estimates that by 1985 a pocket sized personal computer priced at less than $200.00 will be faster and have more memory than the most powerful computers of 1979. Eventually, computers teamed with cable TV and video recorders will be as important to the educator as all other instructional materials and equipment. Computer assisted instruction is common in many schools already and educators believe that it is only a matter of time before home computers will be linked with school computers and act as electronic homework assistants.

Programs are available to teach math, grammar, and history in home computers connected by telephone lines or two-way cable TV to library computers. The home terminal will give the student the world as a data base if educational leaders can meet the technological challenges necessary to maximize the learning opportunities and to protect the rights of students, parents, and teachers to decide the curriculum and the values therein. Probably the greatest challenge for educational leaders caused by computer technology are the decisions about who teaches what or what teaches who? That is, when does the teacher stop and tell the computer to go?

In an article in the September 15, 1980, issue of *U.S. News and World Report* titled "Wave of New Products from High Technology,"[7] Reporter Paul Recer, as a result of an interview about the impact of technology on education, wrote:

> "Eventually, predicts John Hoyle, an education futurist from Texas A&M University, the entire education environment will be computer based. We may not even need to teach writing or basic grammar because of electronics. The start is already here. We might as well get on with it."
>
> "Many educators believe that within five to eight years there will be schools in which instruction programmed through a computer will be tailored individually to the needs of each child. The system will present precisely shaped levels of instruction and the students will master each step before going to the next. Some people view the prospect with horror and believe the cold, mechanical computer classroom will rob children of important personal contact with teachers. But Hoyle disagrees. His view: A computer can be warmer than lots of teachers. There will be no

ridicule, nobody laughing at mistakes. Schools will be able to capitalize on great teachers and eliminate poor ones."[8]

Recer reports that computer language such as FORTRAN and Pascal will be generally in the school curriculum as second and third vocabularies. Some schools are already teaching them. In the Montclair, New Jersey, public schools, gifted pupils are introduced to the computer languages in the second grade. Programming skills are taught in the middle school and the computer is used for mastery learning in math and reading at several levels. Bethene LeMahieu, director of Montclair's gifted-student program, said "we will eventually go to minicomputers in classrooms. We're in the very early stages now."[9]

Many educational leaders in 1980 feel that no student should be allowed to graduate from high school, let alone college, without having the ability to handle a computer terminal that displays, stores, recalls, and uses voice data and video information. To do less, the leaders claim, would be to leave our children hopelessly ill-equipped to carry out the tasks we will have left them.

Educational leaders have some eventful decisions to make about the judicious use and control of educational technology. The power of our technologies seems to require equally powerful regulations. The delicate balance between institutional (nomethetic) goals and individual (idiographic) desires is value laden. If society continues to press for more stringent accountability in terms of student performance or learner outcome, will educational leaders misuse technology to meet those demands or will they preserve civil liberties and utilize technology for individual growth and development? These challenges are among the greatest for educational leaders who must anticipate and manage in the 21st century.

The technical challenges in Milwaukee

The first wave of computer technology in Milwaukee addressed the need for a more rapid turnaround on payroll and financial accounting. This took place in the 1960's. In this system, one requested report suggested another until many applications were applied to the budget development and financial analysis system. The success of keeping track of the dollar led to the development of data bases for students, equipment, staff, supplies . . . the list continues to grow.

In the second wave, a greater interest in using this type of technology resulted in terminals being established in many locations for a quicker response system with more adequate access to information in various forms. Included is almost every location in the central office covering personnel, facilities planning, operations, maintenance scheduling, controls on lights and heating in school buildings, transportation, cost accounting, student assignments and projections, student program scheduling, and a consolidated information terminal for analysing specific data of all types related to a single-school operation. The two most impressive uses developed in the second wave

have been the system which tracks exceptional education students from referral all the way through placement and a connecting system that works for all pupils needing transportation. The latter places students on a route appropriate with their program, school, and type of transportation that would best fit their needs.

The third wave will be the challenge of perfecting these data systems with the interfacing of various systems for management purposes and the growing need for the simplification of information for use at the classroom level and more particularly at the student level. Examples are career exploration and planning, global awareness, current information gathering, basic skills practice, and classroom problem solving such as use by very creative students on the threshold of development of programs and decision-making activities.

Perhaps the greatest challenge in this type of technical development over its history has been the task of reeducating and renewing the people who will be using the technology and the value systems which surround the use of information. Avoided must be the overload of information upon the system as well as the dehumanizing of a school district. Care must be exercised for the development of each segment of the school family: students, parents, citizens, teachers, administrators, and support staff.

Another area of challenge involves those additional technologies which are having an impact upon schooling and have a connection with computer technology. They are the expansion of cablevision and satellite systems which could bring classrooms in close proximity with students throughout the world. In Milwaukee the German, French,and Spanish schools now existent for elementary school children could be tied in with students from classrooms in other countries as they share information and learn together. In the future, school districts are going to be pressured in many ways to upgrade their equipment, open up new vistas of information, and to train and retrain personnel. Indicators are that these programs will be marketed fiercely by existing companies which want to survive in a changing business world. Will they and the educational community be ready to respond with quality software to meet the challenge of this advancing technology? An essential in all of this is that educators and all others interested in maintaining the human touch must make sure that all of these systems are interactive to ensure that they will increase the time that individuals can interact one with another.

4. OCCUPATIONAL AND VOCATIONAL EDUCATION

The national challenge

Another major challenge facing educational leaders is the preparation of students for tomorrow's careers. Historically, America has led the way in educating its youth. Our educators met the challenge of educating the post war baby boom that moved through our educational system in the 1950's, 1960's, and 1970's. We were the envy of the world as we expanded our public schools and systems of higher education for free access to young people and adults.

Secondary schools in the U.S. increased their outreach for white youth between 1900 and 1950, when the percentage completing high school increased from about ten percent to about 75 percent. The 1950's and 1960's saw dramatic increases in the percentage of black youth graduating from high school and more modest increases for white youth. By 1970, the high school completion rate for whites was 84 percent and about 73 percent for blacks. It is believed that there has been little, if any, increase recently and educational leaders will continue to face the challenge of ways to improve retention throughout the 12-13 years of schooling.

America's public school system, however, is losing its lofty stature in terms of international standards. Japan has recently moved ahead of us and Canada is not far behind.[10]

The reasons for slipping from world leadership in mass education are many and have been an ongoing topic in textbooks, weekly news magazines, and other media. Among the major reasons are the citizens' loss of confidence in the ability of the schools to teach the basic skills, higher taxes, soaring inflation, and fewer children in school. In September, 1980, nearly 100,000 fewer children came to school than in 1979.[11] The lower birth rate which has caused small yearly decreases in elementary schools since 1969 and a peak high school enrollment in 1978 has decreased the number of taxpayers with children in school. Less interest translates into less support. Along with lower birth rates came "white flight" to the suburbs and rural areas, promoted in part by desegregation fears. Thus, the fewer urban students necessitated the closing of neighborhood schools and created more single race urban schools composed of black, lower income, lower achieving students.

A startling finding in a Department of Agriculture report is the fact that rural blacks are an increasing population. The number of rural blacks grew by 700,000 between 1970 and 1977. Rural blacks' failure to complete at least five years of elementary school was three times the rate of blacks living in cities and five times the rate of rural whites.[12]

These troubling facts about our schools are manifested in a very high rate of youth unemployment. The problem is particularly severe in the inner cities of larger metropolitan areas and in some rural areas. However, to some extent the problem is nationwide. It threatens the nation's productivity, international economic position, and social well-being.

The fact that success of youth in the job market is strongly related to educational attainment is well established. Those who dropped out or others who failed to acquire job skills while in school comprise the bulk of the unemployed. Herein lies the challenge faced by educational leaders who must attack the following negative situations:

1. Substantial dropout rate from high school continues — 23 percent overall, 35 percent for blacks, 45 percent for Hispanics.
2. A general environment that would enable youth to make an effective transition into adulthood is deficient in many respects, including little early contact with the world of work and little opportunity ever for organized service to others. It is "knowledge rich" but "action poor."
3. Crime rates are high. More than 50 percent of all arrest are of youths under 25, and nearly 25 percent of those arrested are juveniles (under 18).
4. Those who fall behind are by no means all members of disadvantaged minority groups. The unemployment rate among low income white youths is as high as among low income black youths and the school dropout rate of low income white youths is even higher than that of low income blacks. In terms of numbers, disadvantaged white youths far exceed disadvantaged minority youths.
5. As the already advantaged advance, the less advantaged tend to fall further behind; social cleavage widens and social unrest accelerates. We are in danger of developing a permanent underclass, a self-perpetuating culture of poverty, a substantial and continuing "lumpen-proletariat" in the "home of opportunity where every man is the equal of every other man." We are in danger of creating a set of policies that provides a substantially free ride financially for many of the successful and permits, if it does not ensure, a bums' rush for the unsuccessful in the race for life's chances.[13]

Rupert N. Evans relates that family and population shifts have increased unemployment even though additional jobs are constantly being created. He states that

> "more youth and women want jobs than ever before. From 1965 to 1977 we have had an extraordinary large group of young people reaching the normal age for work . . . These are by far the largest groups of young workers in our history . . . The extent to which adult women actually compete with youth (especially more youth) for jobs is not clear, but it is clear that expansions in the labor force have come from youth and women, and that increases in the labor force have outstripped increases

in the number of jobs."[14]

Quite obviously one of these variables identified by Evans is about to change and another may change soon. From about 1985 to 1995 or later, the number of young people reaching working age in the U.S. will decrease from four to three million each year. Birthrates have slowed less for racial and ethnic minorities than for the white middle class. The change will, of course, affect the composition of the younger women segment of the population of the 1985-1995 period and could eventually produce a shortage of young and female workers which is likely to be filled by immigration, legal or illegal.

Educational leaders for the 80's and 90's must meet the challenges and reduce dropouts and absenteeism, improve basic skills of high school graduates, ease the transition from high school to the labor market, improve the paths for youth into higher education and the military, and give students the opportunity to develop useful work habits. The challenges seem overwhelming when leaders are struggling with the issues of lack of money, lack of public commitment to high quality education, and the "big brotherism" in the Federal government. However, the issue of "big brotherism" by Federal government can be turned to advantage in solving much of the youth unemployment problems if educational leaders are alert to the potential benefits from labor related legislation.

The most recent legislation in this regard is the Youth Employment and Demonstration Project Act of 1977 (YEDPA). As its title implies, YEDPA seeks to encourage youth employment and to demonstrate effective ways of achieving this goal. It requires local educational leaders to work with mayors, governors, and other government officials to help solve employment problems of disadvantaged and handicapped young people. The Congress, the courts, persons needing training, and the general public are stating that everyone who needs and wants training for employability is entitled to receive it. That is, if the educational leaders will meet the challenges.

The occupational and vocational education challenges in Milwaukee

In many respects, the Milwaukee metropolitan area is not much different than the American scene in that aproximately one-third of its population operates at a dysfunctional level. In other words, two-thirds of the population is supporting about one-third of the population. This is an unfortunate circumstance because most parents in Milwaukee have the continuing dream of mankind that their young will grow up to be capable adults, able to face problems, and make a significant contribution to themselves, their families, and to their fellow citizens. Although more have realized this dream in America than possibly any other place in the world, there are growing numbers

in our large cities who have not yet achieved this. The school community thus has a tremendous challenge to meet the requirements of this dream. This challenge exists in spite of all of the efforts that have been made during the past several decades.

In 1975 a significant move was made by the school community in Milwaukee. A group of business, labor, union, educational, and community leaders addressed the question of how can we better prepare the youth in this community for the employment opportunities that will be available in the 1980's. This study resulted in the development of 24 career specialties such as a center for everything about computers at Washington High School; all about radio, television, and journalism at Marshall High School; all about real estate, financing, and small business operations at Juneau High School; all about tourism and leisure time occupations at South Division High School; and all about the medical, dental, and health fields at North Division High School. These are examples of the types of career specialties that have been developed within the 15 high schools. Progress has been made, but it is obvious that much more needs to be done.

During this period of time there have been many negative influences upon our youthful population such as increases in crime, the use and abuse of drugs and alcohol, alienation from institutions, teenage pregnancy, venereal disease, and child abuse. These are all indicators that society is not providing as much as it should for the care of the young, with children growing to adolescence without the confidence, capabilities, and skills to make value-laden decisions. As adults we have not prepared our young to meet peer pressure and the immense marketing of these negative influences that has taken place in our society. Those viewing the future realize that the requirements for competence and confidence are going to be greater if our young people are going to make it as productive adults. The school community has no other choice but to work together to prepare our students for a future that is very difficult to define specifically. What we do now and in the future is going to have a great impact upon our political systems, upon business, industry, and institutions of higher education. As a nation we are realizing that our place among nations depends more and more upon our ability to compete. That, in turn, requires more productivity, higher level skills, and continued advancement in knowledge and technology.

Recently Milwaukee's schools have made a major breakthrough in developing meaningful and productive partnerships with major business establishments in the area. Each of the 13 high schools now has a partnership with a major business. These businesses, in many respects, match their partner schools in the diversification of staff. As examples, on one day Custer High School staff members visited the Allis-Chalmers headquarters building. They matched almost perfectly with home economics teachers talking with food service personnel, business education teachers talking with the office staff, teachers of foreign language talking with persons in the international division

which has offices around the world, managers with managers, technical teaching staff with technicians, etc. A full array of activities is now taking place as these partners see themselves as equals. Coincidentally, both of them face problems of absenteeism which has a heavy impact upon the achievement at school and the productivity in the plant. More partnership opportunities such as this used to be developed and arranged. In fact, smaller businesses are now asking how they can get into what has been expressed as associate partnerships with our schools and various aspects of schooling.

A most recent development with social agencies is the organization of a prevention consortium. Participants have come to the conclusion that the old model of matching a program to a specific problem is not giving schools the payoff that was being sought, that there is something fundamentally wrong that needs to be addressed by all who are concerned. Therefore, all aspects of the environment within which the young grow to adulthood in Milwaukee must be examined.

It is also important that government supported agencies such as the Wisconsin Job Service are directly associated with the schools. The most recent development in this regard has been the placement of eight full-time Job Service counsellors in high schools. A downtown high school has been turned into the Lincoln Downtown Educational Center with various arts associated groups, downtown businessmen, and others cooperating in the development of needed programs for youth including the training of handicapped students to work in business and industry. Increased opportunities must be given teachers in general to spend more time in business and industry in order to associate that experience with the classroom and their students.

These are necessary beginnings. In addressing the challenge of occupational and vocational education, school leaders will have to work out problems of communication and philosophy within their own profession as well as communicating with the larger community.

If young persons are going to grow to productive adulthood and make it in a society that is so interconnected and interdependent, all of those institutions and agencies within a community must begin to work cooperatively together, with the educational leaders taking the initiative.

5. HUMAN RIGHTS

The world challenge

Educational leaders in the 1980's find themselves in a national and international scene surrounded by ominous human problems: the continuing threat of nuclear war, the world population explosion, the energy crisis, a deterioration of the ecology, racism, sexism, spiraling inflation, urban and rural poor, and unequal educational opportunity. As a result of each or all of these problems, human rights are violated to some extent.

In the midst of these national and international social problems stand the schools of North America, puzzled as to what their role should be in solving these human problems. Most American youth are opposed to wars because they have to fight them, and the catastrophic dimensions of a nuclear war are awesome. Educational leaders therefore face the challenge of preparing our youth for a greater awareness of the necessity of serious and comprehensive study of international relations and human rights. Creative emphasis on possible constructive ways of gaining and maintaining peaceful relations is needed: The learning experience in our schools must stress international education and an understanding of the cultures of the world. Educators at all levels of education must develop a global view and a commitment to educate students for world peace and understanding.

The 27th annual Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession (WCOTP) met in July, 1978. Motogumi Makieda, president of the WCOTP, made the following points about the role of education worldwide:[15]

1. Countries must help each other both physically and morally in improving the lot of their citizens on the basis of reciprocity and equality. Members of the teaching profession must be prepared to undertake the dual task of improving the quality of education in their own countries and acting as catalysts of international exchange in the field of education and culture.
2. Education in the contemporary world must be oriented to peace and fundamental human rights.
3. If we want to foster education for peace and basic human rights, it will be essential that we constantly keep ourselves informed of specific activities carried out by Unesco, the International Bureau of Education, and other international bodies so that we may identify those areas of their activities in which we can cooperate.
4. Maintenance of peace, realization of democracy, and eradication of poverty are our goals now and will be the goals for the next generation, and we have the responsibility to develop in youth the desire and ability to tackle these goals.

These four points challenge America's educational leaders to strive for global, intercultural education, and becoming internationally minded if world

peace and the respect for human rights are to be maintained.

Although the challenge of promoting global understanding and human rights is formidable, the challenges are equally great at home in America. The domestic challenges presented to educational leaders are numerous, but those to be addressed here are (1) racial balance and quality integration of schools and (2) education for the mentally and physically handicapped.

1. **Racial balance and quality integration of schools.** In 1954 the Supreme Court in the crucial Brown v. Board of Education of Topeka case ruled that segregation of public schools was inherently unequal and thus unconstitutional. The Civil Rights Act of 1964 included a provision barring the use of federal funds for segregated programs and schools. By the mid-1970's only 12 percent of the black students in the United States were in completely segregated schools. According to William Van Til, "Desegregation was more readily achieved within American society than was the goal of integration marked by full acceptance of individuals as persons."[16] Protest groups often erupted with violence against the desegregation of schools. Busing to achieve desegregation in particular caused the ire of residents of all-white neighborhoods to surface. Whites and blacks alike often become disillusioned with the prospect of achieving peaceful and quality desegregation and integregation within their lifetimes. Many blacks wanted their children integrated with superior white schools while other blacks cried out for separate but equal neighborhood schools. One result is that the growth of private schools has been dramatic since 1965. In most instances white parents initiated church related schools to ensure that their children received a quality education. These private academies, unlike many of the older, well established private schools, ranged in quality from poor to outstanding.

Many observers of racial balance efforts claim that more than 20 years of litigation and writing about school desegregation issues and the continuing commitment of private and government civil rights groups to racial balance are counterproductive policy. According to Derrick Bell, Jr., a professor of Law at Harvard University:

> "Reliance on racial balance is wasteful because it deprives courts and government civil rights agencies of the flexibility needed to formulate viable educational remedies. The absence of such alternative remedies condemns thousands of black children to remain in racially isolated and educationally bankrupt schools. Thousands of others are bused to schools miles from their homes in total disregard of the expressed preferences of their parents."[17]

Educational leaders are in a Catch-22 situation. If they strive for quality integrated plans, the Justice Department often challenges the plan and calls for district-wide racial balance in each school. Busing seemingly is the only method to meet that edict. School leaders are pushed by the courts to integrate and shoved by parents and property owners to leave their children in the

neighborhood school. How will educational leaders meet the mandates of the courts, the demands of the local citizenry, and yet design educational experiences that respect the individuals and their inalienable rights as American citizens?

2. **The Handicapped.** One of the most significant educational developments since segregated schools were declared unconstitutional by the Supreme Court was the passage in November, 1975, of the Education of All Handicapped Children Act (P.L. 94-142). Considered by many to be the Civil Rights Act for the handicapped, this landmark legislation mandates that all physically, mentally, emotionally and sensorily handicapped children be provided with the opportunity to receive a free and appropriate education, no matter how severe the handicap.

According to Hana Simonson, current estimates indicate that of the more than eight million handicapped children in the United States, four million receive inappropriate educational services, while one million remain entirely excluded from publicly funded education.[18] It is the aim of P.L. 94-142 that each handicapped child be given full human rights to become all that he or she is capable of becoming by developing educational programs designed to meet his or her individual needs. Moreover, the law permits parental involvement in designing individual educational programs (IEPs) for the child. Parents also have the right to question the procedures used to identify their child as handicapped or not handicapped and to challenge testing procedures.

P.L. 94-142 is an example of the kind of legislation and educational policy that has and will be created in the name of human rights. Other issues and questions such as the use of vouchers or other government grants to establish a competitive market for students between private and public schools will continue to challenge educational leaders. Equality for the sexes and programs for the gifted and talented, older Americans, and preschoolers are examples of the kind of pressures placed on educational leaders who try to plan educational programs with less money to ensure human rights.

The human rights challenges in Milwaukee

In the summer of 1975, Milwaukee's Board of School Directors hammered out a policy on education and human rights which has undergirded district activities since that critical moment within the Milwaukee Public Schools. It was soon after the adoption of that policy that a special assistant to the superintendent for human rights and staff development was hired to coordinate all of those activities. A few months later in January, 1976, a long litigated school desegregation case was decided by a local federal distict judge. This order put in motion four years of activity which has recially balanced most of Milwaukee's schools and provided greater choices to parents for quality

educational programs. Since those early days when anxiety and fear existed with respect to the forthcoming desegregation, the community now takes great pride in the fact that there was peaceful desegregation in Milwaukee. Many efforts are currently being made by the school community to ensure that integration also takes place so that the efforts to racially balance the schools will not be lost in racial conflict and experience a return to racial isolation.

During that same period of time, great strides were made to mainstream large numbers of handicapped students as well as to bring multiple handicapped students who had never been to school into contact with the schools.

With those two major efforts substantially accomplished, more attention has been given recently to sex equity by the hiring of a coordinator to monitor programs in 143 schools. A setting has been developed for the potential of positive human interaction which is the essence of democracy. Strides have been made in the past year to open up the human rights issue to a global prespective through a state conference held at Wingspread in Racine, Wisconsin, under the sponsorship of the Johnson Foundation. In the fall of 1980 Vincent High School implemented an international studies center for high school students who are interested in international studies as a career specialty. Goodrich Elementary School has been selected for the site of international education for elementary students. In November, 1981, an international conference held at Wingspread brought together leading eductors of large metropolitan school systems from around the world to address problems and share promising practices associated with large school systems and to address the subject of multi-cultural education and global understanding. The most recent inclination in America is to be most conservative in regard to civil and human rights. Again the schools, being center stage in this arena, cannot avoid all of the challenges associated with providing civil and human rights to individuals and groups. It has always been a part of the school's curriculum to study our heritage that is bound within the documents hammered out by our forefathers: the Bill of Rights and the Fourteenth Amendment. The educator's continuing responsibility is to be an advocate for the rights of children and youth.

These rights must be protected within the environment of the school as well as the community, and follow the students as they grow into adulthood. For example, in Milwaukee if a racially mixed group of students is educated to be specialists in the area of computer science, then they should also receive equal opportunities in the marketplace — black, white, male, female, rich, or poor. Educational leaders in the future, by word and by action, must be leaders in this important area.

6. FAMILY STRUCTURE

The national challenge

A typical family and household in the 1950's included mother, father, and three or four children, all living together under one roof. The trend in the 70's and 80's is toward smaller families. Also in the 1950's, grown children moved out to get married; in the 1960's they moved out to join communes. But today, in the 1980's, the movement out has subsided. The "empty nest syndrome" is being replaced by the "bulging nest". The higher cost of living, especially housing, has chased large numbers of 20-and 30-year-olds back home to their own bedrooms. Intertwined with the trend toward smaller families, but keeping them together longer, has been a sharp increase in the percentage of wives who earn income and in the closely related percentage of two-paycheck families. In 1978, a total of 48 percent of the wives were in the labor force. They are starting to work earlier in life and are continuing to work after children arrive and are grown into young adults.

The work lives of husbands and wives are beginning to resemble each other both in the distribution of occupations and in the time spent working. Wives are moving into the higher paying professions which more than merely augment the husband's income.

Marriage as a way of life is still deeply entrenched in American society. A 1978 Census Bureau survey found that in 79 percent of all couples maintaining their own households, both husband and wife were married only once. Both marriage and divorce has increased greatly since 1960 with second, third, and fourth marriages and divorces contributing substantially to their increase in numbers. The reported one divorce for every two marriages does not reflect an accurate picture. In a March, 1980, Census Bureau report on women, 1970-1978, it was noted that the number of young, single women more than doubled during the 1970's and there was a 170 percent increase in those who divorced and did not remarry. Women coming of age in the 1970's were less likely to marry as young as their mothers had done. Many more went to college and are now pursuing careers.

In 1978 the number of women 25 to 34 who never married rose 111 percent and there was a 170 percent increase in divorced women that age. When the women do marry, they have two children, a lower level than the previous low point recorded during the mid-1930's.[19] However, 33 percent of all households are headed by divorced or separated women. One out of five school children in 1978 came from single parent households.

Thus the family structure picture has changed and will continue to change in the next 20 years. These changes present some real challenges to the educational leaders. Some of these challenges are listed below.

1. Child care facilities: Working families will demand that the schools provide facilities to care for their children from 6:30 a.m. to 6:00 p.m. while the parent/s work.

2. Substitute family centers: The schools will be required to fill the void in family life caused by working parent/s by creating small families of students and teachers and senior citizen volunteers. The activity must be planned in order to help students cope with personal problems of loneliness, inner conflict and the need for interpersonal and intercultural understanding and purpose.
3. Community education centers: School patrons will push for greater use of their facilities for educational and social activities. The high cost of entertainment and formal education will cause families and singles to ask the educational leaders to open and staff the schools for continuing education and social activities. The funds to provide the centers will be difficult to raise.

The family structure challenges in Milwaukee

The family structure across America is certainly changing and those statistics can be matched in Milwaukee. Local principals recently reported that just a few years ago they could send children home after school and 75 percent of them would find an adult in the home. Today that has been reversed completely; 75 percent do not find an adult at home to greet them.

What is the role of a school district and its personnel in response to this change in America from the nuclear family which now represents about 22 percent of the families to a family structure that is very diverse? It is becoming more apparent that the schools should assist in helping and supporting all family members so that they can play out their roles with greater satisfaction and feelings of adequacy. For example, many Milwaukee children today come to school with the full emotional impact of a recent divorce or separation upon their lives. Now how does the school respond to these types of changes when they occur? Should adults within the schools attempt to become surrogate parents and take over the responsibilities of the family and family life? And at what cost to their own family responsibilities and their own well being?

Local PTA's in Milwaukee have had difficulty surviving even though a high priority has been placed on having PTA units in every school by the school superintendent and staff. Other involvement procedures dwindle the farther they are removed from crisis situations. Principals report that it is often almost impossible to find a parent at home with whom to confer in regard to a child's problem. Even so, there seems to be a groundswell for giving more attention to the family and family members and role responsibilities of fathers, mothers, sisters, brothers, and grandparents.

With such tremendous changes taking place in society, families have nearly lost their way. Parents have great difficulty in giving proper instruction to their young because much of their knowledge is outdated. Do the schools have a role to play in keeping parents' information updated so that they can better guide their children and prepare them for problems that they are going to face at school, on the street, and in the community?

There is a ray of light in Milwaukee that may be the wave of the future for parent participation. The newly developed elementary specialty schools have a very narrow focus of interest with parents choosing into programs such as creative arts, pupil-teacher learning centers, and environmental studies elementary schools. At these schools and others like them the involvement of parents covers a full spectrum of activities ranging from volunteer work within the school to assisting on field trips, attendance at monthly meetings, and tremendous sharing at events where hundreds of parents, uncles, aunts, and grandparents show up to observe the achievements of students. Teachers have observed the positive effects this type of participation on the part of parents has on the achievement of their children in school and the feeling of well being for those children.

How can this effort be duplicated and developed in the more traditional locations throughout a school district? How can this participation be promoted from elementary school through middle school and to the high school so that the schools can indeed meet the challenge of changing family needs and structure?

In all of this the schools of the future must allow for and provide more interaction time between and among children and adults, interaction time that used to be available in more stable eras which are now history.

SUMMARY

The challenges educational leaders face are never the same from year to year or in different types of educational institutions. In observing this changing tide and its currents, the writers selected six major areas which will most likely present stern challenges to educational leaders in the final years of the twentieth century. The six areas are: 1) Changing Demographics, 2) Economics, 3) Technology, 4) Occupational and Vocational Education, 5) Human Rights, and 6) Family Structure.

The kinds of leadership skills needed to face these challenges are developed and well grounded on the one hand; underdeveloped and speculative on the other. Cunningham and Payzant in Part III have developed the types of leadership skills required to face these challenges.

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