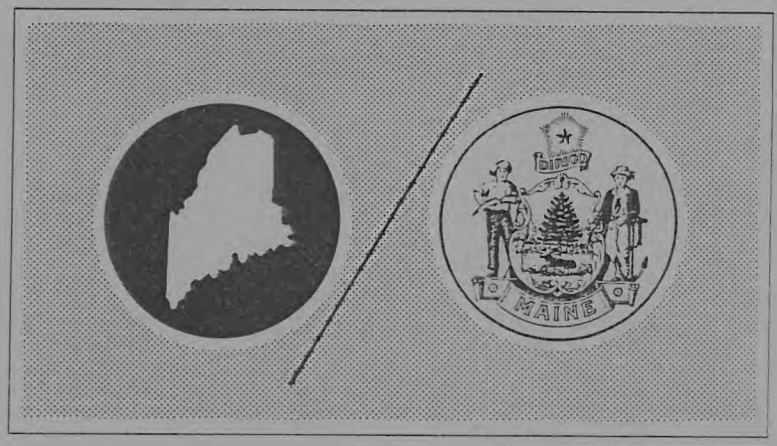
University System/State Government Partnership Program
and
The Commission on Maine's Future



Vision 2020

an exploration of our values for Maine's future

Augusta Civic Center
Augusta, Maine

February 17, 1989

University System/State Government Partnership Program

John R. McKernan, Jr.
Governor

Robert L. Woodbury
Chancellor

Dear Vision 2020 Participant:

There are two things that all Maine people can agree on today–that our state is changing and that it is changing far more rapidly than most of us are used to. There are, of course, many positive aspects to that change: an abundance of jobs, rapidly rising incomes, and the availability of a broad array of quality services from jet air travel to international class alpine skiing to professional hockey. Change is also raising new questions about the future of our traditional way of life, the quality of the climate we live in and our work and family life patterns.

Neither of us has a special crystal ball to see the future, but we know it is moving towards us at an ever greater speed. We also know that demographic patterns and changes affecting the nation and the world will affect us as well. Finally, we both share the view that for Maine people to better understand their likely future and prepare better for it, we must understand what is happening today.

This is the spirit behind the Partnership Program between State Government and the University System to which we have both committed ourselves. It is based on the belief that the deliberate coming together of Maine's two largest public institutions in new and creative ways will lead to greater opportunities for Maine and to the collection and application of knowledge that can benefit the rest of the nation and the world.

The Vision 2020 conference was an important first step in exploring many of today's trends and tomorrow's scenarios for life in Maine. We hope this publication will serve as both an important record of the Vision 2020 conference and a catalyst for future discussions on the vital issues it raised. Finally, the State of Maine is indebted to Dr. Harlan Philippi for conceptualizing Vision 2020. Thanks to his leadership and to the organizational talents of staff associate, Carol Collinson, and Leslie Cosgrove of The Christie Associates, Maine's University System/State Government Partnership Program is off to a strong start.

Sincerely,

John R. McKernan, Jr.
Governor

Sincerely,

Robert L. Woodbury
Chancellor

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University of Maine System
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A future of Choices–
but what will those choices be?

The popular thought is that the future is NOW! In fact, NOW is the present.

Even psychic powers can't foresee the future in relation to events and progress, since we have no accurate way of predicting the acceleration of technological progress that catapults us faster and faster into each passing year.

The quality of our lives–

our values, our ethics, our morals–

are the threads with which our future is woven.

We need you–

our visionaries

our thinkers

our leaders.

With you, we can imagine Maine's tomorrow and begin to consider the effects that today's choices will have on our families, work, education, communities, and economy.

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Annette Ross Anderson Chair, The Commission on Maine's Future

Welcome to the Vision 2020 conference on behalf of the Commission on Maine's Future. The Commission was created by the Maine legislature in 1987 and directed to create a vision of the future which reflects the values, priorities and expectations of Maine people as well as strategies to achieve a desirable future. During the past year the Commission has conducted public hearings, listened to experts on key quality of life issues, conducted extensive public opinion polling as well as independent research on specific policy issues. The Commission will file a final report with the legislature and governor by June 15, 1989.

While we cannot predict the findings nor recommendations of the Commission at this point, we can provide a sneak preview of some of the tools which will be made available to Maine policy makers as a result of the Commission's work. Specifically, the Commission will provide the first psychographic profile of a state's population for use by public policy makers. The profile will identify value systems of distinct population groups and help us understand not only how Maine people feel about specific issues but why. The profile will also provide some new perspective and twists on the traditional stereotypes of the "typical" Maine character.

The Commission will also be providing extensive demographic information which may alter our perception of the impact on Maine of people "from away" and force us to take a closer look at how Mainers themselves are contributing to the growth which challenges our way of life. And finally, the Commission hopes to provide information which defines our citizens' public policy priorities for the future and where Maine people are willing to "put their money where their mouth is" by way of tax support.

Today's conference is one more opportunity for the Commission to obtain valuable input on the issue of how change will affect the values that Maine people hold as well as how those values will shape change in the future. Thank you.

Remarks by Chancellor Robert L. Woodbury

I am pleased to join in the welcome to Vision 2020. This conference comes out of the efforts of a recently created entity called the University/State Government Task Force.

In fact, the notion of a University/State Government partnership is a quite old idea. The very notion of a land grant university implied a special relationship between the resources of a state university and the state of which it was a part. In Maine, for example, cooperation and exchange of resources between agencies of state government and departments of the University have gone on for decades.

In 1987, however, Governor McKernan and I created the University/State Government Task Force, with members appointed by the Governor and by me to explore the possibilities of regularizing and making more productive the relationships between the needs of state government and the capabilities of the University of Maine System.

Our purposes are threefold: to develop a research agenda for the State of Maine; to provide for training and education of state employees; and, to create a mechanism for the exchange of information and expertise. We have spent the past two years developing this agenda and testing its potential.

As part of this planning effort, we concluded that once a year the partnership ought to host a major conference that was something more than a single day's event. We would, of course, hold a one day gathering to explore jointly a subject or theme of vital importance to the future of Maine. But, we would also use it as an opportunity to provide the impetus for regional follow-up meetings with specially designed focus groups that could carry the exploration of the subject both in more depth and to a wider geography.

This year it seemed particularly opportune to combine this agenda with the work of the Governor's Commission on Maine's Future. It was with this intention that Vision 2020 was created.

In looking at the future – 20 years down the road – we were interested in exploring the nature of social, economic, and demographic trends. We were interested in exploring the kinds of changes that were taking place in our society and particularly in Maine that we ought to try to understand better and respond to more effectively.

But, we were not simply interested in social and demographic trends for their own sake. We hoped to take another step by asking fundamental questions about how these trends might effect us as human beings. To quote our charge:

"What will change and what will stay the same as we know it now in: the family? work place? schooling and higher education? civic responsibility? settlement patterns and community life? childhood, youth, and maturity? social mobility? and, the individual's relationships to institutions?"

In sum, we ought to explore some of the dimensions of these changes on our humanity, the patterns of our lives, and our values and beliefs. So, it is in that spirit that I welcome all of you here today and wish success to those who participate in a dialogue begun here and as it continues in the months and years ahead.

Remarks by Dr. Bonnie Guiton

Assistant Secretary for Vocational & Adult Education
U.S. Department of Education

Compliments to Governor McKernan and Chancellor (Robert) Woodbury for the foresight in preparing for Maine's future, and to the Task Force for organizing VISION 2020 – focusing on ways in which demographic change will affect the lives of people in the next twenty plus years. This type of cooperation within the State certainly sets the tone for a productive conference.

And – I must say – Maine will become the leader in cooperation between its State government and the Federal Government on February 24 when your Governor and Representative Snowe are married.

Olympia Snowe is one of the most competent legislatures in the country, and having her as your First Lady while keeping her as your Representative is a real coup for the State of Maine.

I wish them well and I believe I can safely project that 1989 is the beginning of a great era for your State. With George Bush of Kennebunkport in the White House and Governor McKernan and his new wife in Augusta and Washington respectively, Maine is in a wonderful position to launch the next decade.

Last May I had the pleasure of being the guest of President and Mrs. Bush (then Vice-President, of course) at their home in Kennebunkport. That was my first visit to your lovely State – and it certainly challenged my belief that such beauty could only be found in California – so I am pleased to be with you today to discuss the future and its impact on your State.

Future trends aren't always easy to predict, but projections of future demographic shifts and their potential effects serve a very useful purpose. They tell us what will happen if we continue on a particular course and they highlight possible activities that could alter the trend.

Typically there are two ways in which people respond to projections for the future:

- first, there are those who like to talk about the projections/predictions and then wait for them to happen;
- secondly, there are those who will use the projections/predictions to plan for the future, recognizing that they will become self-fulfilling prophesies only if nothing is done to alter them.

And, since the major purpose of this meeting is to use future projections to do some serious thinking about Maine's future, let's start by identifying two areas of projected change – demographics and the economy – changes that will create complex challenges and opportunities for both Maine and the United States.

According to the U.S. Census Bureau, the Hudson Institute and other experts, America is getting grayer and less white and will literally stop growing within 50 years.

- From 1988 to 2080 we will have fewer young people but more than a million people over

100, and nearly three million who are 90-95 years old.

- Persons under 35 years of age presently make up 55 percent of the population. That will drop to 41 percent by the year 2030.
- America's life expectancy will increase six years by 2080, from 75 today to 81 (conservative estimate). This will result in changes in retirement age rules and will place a strain on the nation's health care system – due to the need for more hospital beds and more nursing home beds.
- As the population ages, deaths will increase to outstrip births every year after 2030. By 2030, there will be one million more deaths a year than there are today, making the funeral business a growth business.
- At the same time, the total birth rate will drop in the 1990's, falling from 3.7 million next year to 3.4 million in the year 2005 and 3 million a year by 2080.
- This "baby bust" will create a shortage of young people that will be felt in the labor force.

The future will also bring dramatic changes in the country's racial and ethnic mix in part because of the lower birth rate among whites. By the year 2080, white, non-Hispanic Americans will be on the verge of losing their majority to three major minority groups, African-Americans, Asians and Hispanics.

At the same time that America is undergoing dramatic demographic changes that affect the workforce and social, civic and educational responses, our national economy is also changing.

From 1900-1960, railroads, long-haul trucks, radio/television and microwave communications helped to create a self-contained U.S. market that allowed us to maintain an extraordinary standard of living by trading "almost solely" within our own boundaries.

But since the 1960's, container ships, jet airplanes, satellite and fiber optic communications have created an international market. The U.S. now finds itself part of a globally integrated, interdependent economy.

This is exemplified by:

- The free flow, around the globe, of even the lowest value products. For example, logs cut in Vancouver are processed in Japanese lumberyards to become homes in Southern California.
- World markets now establish prices – not only commodity prices such as wheat, coal, oil, and precious metals – but also the prices of manufacturing goods such as clothing, automobiles, and semiconductors.
- Capital markets are now globally integrated, whereas just a decade ago borrowing in foreign currencies or investing in foreign assets was restricted to sophisticated multinationals. Now foreign nationals invest freely in the stock markets of other nations and buy millions of dollars of foreign real estate.

This globally integrated, interdependent economy means that:

- No nation can expect sustained economic growth *unless* the world economy also grows.
- And, the United States is now intrinsically linked to the "world marketplace," whether we like it or not.

But even with healthy world economic growth, the U.S. cannot maintain the standard of living unless it maintains a strong competitive position. What I mean by competitiveness is:

- The ability of American producers to sell sufficient goods and services outside the country to pay for American imports.
- But it's not enough to be able to sell abroad to match the price of imports. We must be able to sell exports that will buy us an increasingly better standard of living. In many cases, our exports must be better than our global competitors.

For many years, we thought that we could

rely on American technological innovation to secure a better standard of living. But, technological innovation is now a function of the international global economy.

A few months ago, R.J. Jordan of *Mercury*, said, the pace of technological change is being quickened by the "internationalism of technology." He said that just a few years ago, the United States was a synonym for technology. But that is no longer true..."Technology," he said, "is now an international pastime."

He went a step further and reminded us that in the Middle Ages, the technology of the Venetian glassmakers lasted for as long as three centuries. Contrast that with today when technological changes occur virtually overnight. Too, the international aspects of technology make the changes more dramatic.

So, if we can't rely on a self-contained national market and, if, in fact, we're losing our competitive edge in technology, where do we go from here?

Let me suggest that the key to successful global competition lies in the successful development of the rapidly changing American population that I described earlier – a population that is becoming older and much more racially and ethnically diverse.

This is not a new notion. It's been suggested in a number of well-known books and studies such as: Alvin Tolfer's Future Shock nineteen years ago, and two years later, John Naisbitt's Megatrends. And, just last year the Hudson Institute's Workforce 2000 warned about the rapid advance of technology and its implications for our nation's economy.

The experts all agree that if America is to successfully compete in the expanding global competition it must produce a well-educated, highly literate workforce. This means people who can read, write and comprehend.

We simply cannot escape the fact that education today is the key element of global competitiveness.

As we prepare for the future, consider the demands that a global, interdependent economy will make upon American workers (Workforce 2000 projections). There will be

- Fewer low skill/no skill jobs, more high skill jobs.
- Decreasing need for manual skills.
- Decreasing need for occupationally specific skills and an increasing need for multidimensional, transferable skills.
- A need for more abstract reasoning at higher skill levels.
- Increasing need for basic, functional, and technological literacy.
- Increasing need for organizational, interpersonal, and community skills.

Today, a minimally-trained high school graduate can still fill a slot in an assembly line. *Tomorrow*, the same worker will have to deal with computers and tasks born of increasingly complex technologies.

Today, low-skilled workers – machine tenders, assemblers, miners, laborers, precision production workers, blue collar supervisors, fill 40 percent of all jobs. *Tomorrow*, only 27 percent of all new jobs will require low skills.

Tomorrow, professional, managerial, sales and service jobs will far outnumber others, and the number of jobs for lawyers, scientists and health professionals will grow 2 to 3 times faster than any other category of jobs.

Jobs considered to be in the middle of the skills distribution requirements *today*, will be the least skilled occupations of *tomorrow*, and will require a substantial command of literacy skills.

In his book, The High Flex Society, Pat Choate points out that two currents are transforming our work *and* our lives. He says, and I quote,

"The convergence of these forces – *accelerating change* and *declining American flexibility* – has far reaching implications for business, unions, and government; for financial and

educational institutions; and most important, for the people who are doing the work."

Workforce 2000 suggests that the United States must find a way to solve several perplexing dilemmas. For example, we must find a way to maintain the dynamics of an aging workforce as it approaches an average age of 40. And, we must also find ways to fully integrate female, minority and handicapped workers into the economy. The stark reality is that unless we do so, we simply may not have the human capital needed to maintain a healthy economy as we approach the year 2000 and beyond.

All of these changes present some interesting challenges and opportunities to you here in Maine.

But, embarking upon new challenges is not new to you. You were – after all – the first Frontier State. Many of us forget that Maine was not one of the 13 original states...rather, you were the remote regions of Massachusetts. Thus, in the 19th Century your forefathers developed the economic and social foundations of this State which despite its small population, is the largest state in the Northeast.

And – your forefathers chose wisely. In remote Aroostook County they developed the potato industry, and to this date your northernmost county is the largest producer of potatoes in America.

Once again, Maine, like every other State in the United States is faced with new challenges, perhaps on a magnitude we've never seen before.

You have the challenge of developing human resources for the new economy. Nationwide, several strategies have emerged in education to address this challenge:

1. Greater emphasis/new techniques for teaching basic skills.
2. Closer involvement with business-industry to ensure that curriculum meets labor market needs.
3. Direct intervention by business-industry to design new programs and actually teach students.
4. Implementation of new forms of competency-based measurements of student achievement.
5. Incorporation of more choice into school selection, fostering competition between public schools. Some of these are ideas you may want to explore further.

Here in Maine, you've already taken several steps to hit this challenge head-on:

- On the secondary level, you've developed a comprehensive system of 20 vocational centers and 31 satellites to provide a wide range of specific occupational preparation programs.
- Your secondary system is moving towards articulation between secondary vocational and postsecondary technical education programs.
- Maine is providing valuable leadership through the statewide network of Vocational-Technical Institutes (MVTI) and its new form of governance by its own board of trustees.
- I've also been extremely impressed by Governor McKernan's recognition that economic development is intrinsically linked to human resources development. Major planning documents such as "Establishing the Maine Advantage" and "Invest in Maine People" are important in providing a guide to how you can meet the needs of the new economy through your human resources development efforts.

You will also have the challenge of meeting the needs of an aging workforce. Nationally there are programs addressing this challenge.

There are three principle forms of an adult education offered by most states, *Adult Basic, Adult Secondary,* and *English as a Second Language.* Over 3 million people are enrolled in

these programs nationally.

In recent years, we have observed some very healthy trends in adult education.

Enrollment is rising on all levels, in all programs.

Part of this increase can be attributed to greater participation by the private sector. For example, the ABC/Project Plus media campaign results in an increase in program inquiries and enrollment after virtually every continuous airing.

In addition, private sector employers are becoming directly involved in the design and implementation of adult programs sometimes in the shop or on the factory floor, and often through partnerships with secondary and postsecondary institutions.

In Maine, you've also embarked upon some exciting efforts in adult education with companies like Scott Paper Co. of Waterville and the Bangor Daily News.

You may want to explore ways to further expand enrollment in Maine's adult education programs and increase private sector involvement.

Let me conclude this thought by mentioning that the population of Maine is older than that of most states. Therefore, it is not surprising to note that Maine ranks number two in America in the percentage of its workforce involved in the health care industry. As your population grows older, this will be an even more vital industry – and you will have to be prepared to meet the challenges that inevitably will occur.

Meeting the health care and lifestyle needs of an aging Maine population is certainly another worthwhile area of discussion.

As you already know, the bulk of your population growth – and the center of your population growth – is on your seacoast, a seacoast which is, I believe, among the most beautiful areas in America.

Future population growth may well expand Maine's principal cities and metropolitan areas such as Portland, Lewiston and Bangor. But the fact remains that the majority of your citizens live (and will probably continue to live) in small towns and rural non-farm areas in the foreseeable future.

The major trends that I've discussed will have a significant impact upon rural America.

The extraordinary changes in communications and transportation technology that we've witnessed in this century will increase the accessibility of products produced in rural America to world markets. We simply can't escape the fact that all of America will face the same competitive challenge, be it rural, suburban or urban.

Our rural educational systems must also be prepared just as any other system in our nation, to produce the highly flexible, basic skill-proficient worker that will carry our economy into the next century.

Here in Maine, your rural population will be growing older just like the rest of America. Meeting the health and lifestyle needs of an aging rural population carries special concerns, challenges and opportunities.

It might be well to consider the future of rural Maine. Specifically, you might want to consider ways in which your education system can most effectively serve rural residents. Perhaps more individuals can be reached by new technology. Or maybe public/private partnerships should be developed that focus directly on rural residents.

And finally, when we discuss the challenges of the global marketplace, I believe that Maine is uniquely positioned to take advantage of both the U.S.-Canada free trade agreement and the elimination of internal trade barriers within the European Common Market in 1992.

I don't think I need to say much about the potential future for free trade with Canada.

But, consider for a moment the unique

potential of a unified common market in 1992 given Maine's geographic location. Europe will be one of the largest, richest, and probably most productive markets in the world. Once you trade successfully in any part of the unified common market, your products will move freely from country to country, from unified market to market.

Let me suggest that 1992 could be a significant opportunity for Maine business and industry – an opportunity that well might create new challenges and opportunities in developing your human resources.

Consider, for example, what greatly expanded lumber, lobster or potato exports to Europe might mean to your economy and all of its support industries.

In closing, I believe I've only touched the tip of the iceberg. During the remainder of the day you will have the opportunity to focus on those issues of most interest to you. Each of you brings a particular expertise and I know that Governor McKernan and Chancellor Woodbury are eager to see the results of your time together – use it well – draw on your personal strengths and you won't find yourselves in the predicament of those in one of my favorite stories, a fable by H.G. Reaves called The Animal School:

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all of the animals took all of the subjects.

The Duck was excellent in swimming, – in fact, better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his little webbed feet were badly worn and he was only average at swimming. But average was acceptable in school, so nobody worried about that except the Duck.

The Rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The Squirrel was excellent in climbing until he developed frustrations in the flying class where his teacher made him start from the ground up, instead of from the treetop down. He also developed charlie-horses from over exertion and then got a "C" in climbing and a "D" in running.

The Eagle was a problem child and was disciplined severely. In the climbing class he beat all of the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The Prairie Dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

We know, of course, that this story doesn't apply to those of you assembled here today, but it is food for thought.

Thank you and good luck.

Short-Term Trends In Marriage and the Family
Stephen R. Marks

- There will be increasing financial pressures on families. Using 1983 dollars, the median family income in 1973 was $27,017 compared to $24,580 in 1983, a drop of $2,437. Increasing health care costs will further erode family incomes, as health care is growing two and a half times faster than other economic indicators. Home ownership: in 1970 3 out of every 4 families could afford to buy an average priced house. By 1984 only 1 in 3 could afford it.
- Dual-career marriages will gradually increase, in part because two salaries will be increasingly necessary to maintain a desired standard of living. However, it should be pointed out that women already comprise 47% of Maine's labor force, and about two-thirds of these women work in low-paying, dead-end jobs with very few benefits.
- Working mothers are here to stay. Nationally, as of 1985 about 60% of mothers with children under age 7 were in the labor force. Increasingly, therefore, the question becomes not whether child day-care is desirable, but what *kind* of day-care works best for the children, for parents, and for the caregivers.
- Couples will wait longer to have children and then have fewer children than at any time in American history. More and more dual-career couples will opt for no children. These combined tendencies will result in less and less households with children in them. Nationally, in 1960, with the help of the baby-boom, 44% of American households had children in them. In Maine the number was 50%. By 1988, only 35% of Maine households had children in them, and the projection for 2010 is under 30%.
- The divorce rate will remain steady at its historically high level. In Maine as elsewhere, divorce contributes to a feminization of poverty. Here, 47% of marriages end in divorce. When men get divorced their standard of living increases by 42%. Women and children experience a 75% drop in theirs. As we move toward 2010, this inequity should gradually lessen, as more and more women will have careers even before they marry, and joint custody arrangements will distribute the costs of children more evenly. If age at first marriage significantly rises, as some project, it may be that the divorce rate will begin to decrease, as serial relationships will increase *before* a first marriage.
- The remarriage rate will remain quite high. In the nation, 75% of women and 80% of men who become divorced or widowed remarry. The average interval between divorce and remarriage is 3 years. Marriages in which one or both partners have been married before will soon become more common than marriages of single never-married.
- Single-parent and stepfamilies will continue to increase their proportion of the total number of families. One projection has it that of the children born in 1980, nearly half of them will live in single-parent families before they turn 18. For most, this is a temporary arrangement, which is then succeeded by a blended family. Before the year 2000,

stepfamilies will probably outnumber those in which children live with both biological parents.

- Extramarital sexuality and the number of sexual partners prior to marriage will gradually decrease if a cure for Aids is not forthcoming, and increase again if it is.
- The age of the U.S. population will continue to rise. In 1980, the median age was 30. It will rise to approximately 36.3 by 2000. In Maine, projections indicate that the number of people age 85 or older will rise from 17,000 in 1986 to 32,000 by 2010. About 1 out of every 23 people will be 85 or older. About 1 in 10 will be age 70 or older.
- More and more households will neither have married couples nor children in them. In 1960, 15% of households were non-family. By 1985, the number rose to 28%, as unmarried adults and widowed grandparents became more likely to live alone than in the family home. This trend will probably continue, unless affordable housing decreases and people opt to move in with family members or with roommates.

Michael J. Fitzpatrick
The Family

What will remain as we know it and what will change? Believe me this is a difficult question, at best, to ask a human services professional. We, typically, are not, as a group, particularly future oriented. We are conditioned by the nature of our jobs to respond to crisis situations and to manage our work lives to deal with the immediate issues that confront us regarding the lives of the family members who come into contact with us. We deal with families that typically are low income, and in many cases are in some degree of distress. We work with those families in 1989 to create a better quality of life for them. We do this with an eye toward the future.

So on to the question:

How can we help families have an improved quality of life in 2020? Can we make a better life and create opportunity for families in Maine? When focusing on the impact on families in the year 2020 our basic thrust can be summed up in one word: children. While we have to be concerned about today's problems, we have an obligation to create a clear path into the 21st century for succeeding generations. By enabling families to provide permanent, nurturing environments for their children, we build strength in two generations at one time. By intervening to help adults meet their children's needs, we reduce the chance of future failure and dependency among children.

Every child needs and deserves to grow up in a household that can provide the necessities of life. These necessities are

- adequate food
- clothing
- health care
- shelter
- heat

Projections into the next century show a strengthened upper and middle class. Forecasts also lead us to believe that if present trends remain the same, as many as 136,000 Maine people will live below the poverty level in 2010. We risk the development of a permanent caste system of underclass. There is little disagreement that an underclass does exist. Low income people generally feel excluded from the mainstream of our society and the American Dream. Will the gap between the haves and the havenots increase in the 21st century?

We are presently enjoying an upswing of economic development in Maine. Continued economic development in Maine can result in decent jobs for low income people.

Maintaining a good environment in which to raise a family is critical to economic development and productivity in Maine. This environment can be best created by an alliance between public and private interests to invest in:

- health care
- child care
- early intervention with children
- education that develops the basic skills needed for work in the 21st century

The educational needs of the workplace are changing. More than 60% of the new jobs created between now and 2000 will require some education beyond high school.

The future of Maine can be insured by helping people avoid or overcome the barriers

that undermine their potential. As Commissioner (Roland) Ives' visits to the soup kitchens and shelters of Maine underscored, poverty is a real factor in the lives of many Maine citizens.

In Maine today, one out of every five people live below 125% of the poverty level. Poverty has a devastating impact on family life.

The underlying problems of a person living in poverty include:

- low self esteem
- lack of a sense of positive life options
- low educational aspirations and attainment
- poor nutrition
- little or no preventive and/or primary health care.

Our task in 1989 to attack poverty is to:

1. Prevent teen pregnancy:

By early intervention and education. Unintended pregnancy and parenthood mean poverty. As most teen parents don't finish high school, their future income compared to peers who graduate from high school is .70 to $1.00 (less per hourly rate). Children in families headed by very young parents face a high risk of poverty.

2. Improve access to the educational system:

By increasing access to higher education. Longitudinal studies have indicated that quality preschool programs for at-risk children reduce the:

- high school dropout rate
- increase the likelihood of employment after high school
- decrease welfare rates

High school dropouts earn 42% less than their counterparts who complete high school.

Governor McKernan's recently announced plan to make college available to all Maine children who are eligible and able is in the forefront of creating the educational opportunity that prepares Maine children for the 21st century.

3. Increase adult literacy:

By increasing the basic literacy and other employment related skills. Nationally, youths who by 18 have the weakest reading and math skills, when compared with those with above average basic skills are:

- 8 times more likely to bear children out of wedlock
- 9 times more likely to dropout of school before graduation
- 5 times more likely to be out of work
- 4 times more likely to be on public assistance.

4. Turn welfare to work:

By innovative public and private partnerships like Governor McKernan's Aspire Program which mirrors the Federal Family Support Act. Aspire is already enabling hundreds of Maine low income citizens to become future oriented. They can now begin to see the light at the end of the welfare tunnel.

It is critical that we provide low income families in Maine with opportunity. As Commissioner Ives has said repeatedly, "Low income people don't lack character, they lack tools."

To prepare for the realities of the 21st century we must continue to work toward a workplace that considers the needs of the family.

The population of Maine is aging. The percentage of Mainers who are children and young adults is shrinking. By 2010, nearly 75% of Maine's households will have no children. In comparison in 1960, 50% of all households had children. The prime group 18-34 that fills entry level positions will decline by 15% by 2010. The average age of the workforce will climb from 36 to 39 by 2000.

By 1995, two-thirds of all preschool children and 4 out of 5 school age children will have mothers in the workforce. In fact, two-thirds of the new entrants in the workforce by 2000 will be women.

In the case of women, employers will need to act on the issues of equitable pay, the way we think about women, and the expectations of women on the job.

We have to develop an adequate system of child care, an elementary school schedule compatible with the needs of working parents, and a socially responsive leave policy.

Child care now and in 2000 needs to be:

- affordable
- available
- of high quality

Governor McKernan' child care initiatives that involve public/private partnerships are a move in this direction.

As the pool of potential employees for entry level jobs continues to decrease, elders and persons with disabilities will enter the workforce in increasing numbers. This movement will have an impact on their roles within their families. Families and employers will need to make the resulting adjustments.

As Maine's population ages and fewer households have children in the 21st century, will it become outside of the norm to have children? Will it become stigmatizing to have children? Will adults become less involved in the world of children? Will public support for education and youth programs decline as a result? Will this impact on the opportunities available to our children?

Parents are the most important adults in children's lives, but other adults can also play vital roles. As society becomes more complex, and social relationships become more impersonal, it remains important that civic organizations, neighborhood centers, schools, and businesses play an increasing role to provide our children with role models. An example of this is Southern Maine Vocational Technical Institute offering to adopt a class of 1st graders in South Portland.

If we don't like the present, what can we do to create a different future?

There seems to be an interdependent relationship between:

- teen pregnancy
- alcohol and drug abuse
- dropping out of school
- and families becoming self sufficient and future oriented. There is clear evidence that prevention strategies that we invest in Maine's people in 1989 to prevent later problems, hold considerable human and economic benefits in the future.

So, if we don't like the present, we (state government, schools, businesses, and concerned citizens) can work to create a different outcome for many of Maine's families who are potentially at risk.

As Abraham Lincoln said in his first annual message to Congress, we need "to lift artificial weights from all shoulders; to clear the paths of laudable pursuit; to afford all an unfettered start, and a fair chance in the race of life."

Recorder's Notes

Questions and discussions centered on the "poor", identified as children and the elderly. It was pointed out that there is not much leverage for children's problems, so more is focused on the elderly. Comment made, "over 65 vote, under 18 don't." An argument to that response was that mobility for the elderly doesn't exist, so we will be dependent on the upcoming generation and need to address their needs now.

What about the welfare Mom whose focus is on how to get a pair of shoes for her child? How can she prepare to go to school or work when basic needs are her primary concern?

A new measure for motivation is needed, beginning with self-esteem, because the system is built to produce just what it does. Suggestions included eliminating the "F" grade in school for starters, and intervening in lower-class families with self-esteem needs.

The adult population between ages 40 and 50 (the baby-boomers and largest age group population) needs to balance resources for all. Those needs include dependent care for children and aging parents. Although not politically popular, a long-term process is needed to turn around barriers for all.

The comment was made that poverty is at a belief level. There is a need to move toward more positive goals and objectives rather than focus on the pathology – regardless of reality: what the poor believes is what motivates them and if they think they can succeed, they will.

Another issue discussed was that isolation is prevalent in poor families. They are too wrapped up in day-to-day problems of survival to get support from peers.

Are we replacing individual's views with case management views? Are we intervening with disregard for individual's views? The people suffering from the problem know the most about the problem. Conversely, case management is trying to empower by offering a chance at better quality of life.

Individuals vs. Systems translates to the majority is the rule, not democracy. We need to change the system along with individuals.

Critical thinking is needed when dealing with the population at large, while access to technology in the 21st century is diminishing for the poor.

Affordable housing is an issue that businesses must now begin to look at in regard to its structure so that employees will be able to afford adequate housing.

The working poor includes 50,000 households at risk for becoming homeless.

The viability of the nuclear family is declining. We need to try to match-up elderly volunteers with children needing nurturing and continuity.

Social engineering means educating every child in a continuing education model, giving skills to each to pursue and plan their own reality. Putting people in charge of their own earning is to build on their existing knowledge and resources.

Maine Communities: The Changes
Louis A. Ploch

Some romanticists would have us believe that the rural/small town communities of northern New England are changeless. They find it difficult to recognize that all rural people do not meet the traditional stereotype of every citizen being fully involved in community affairs and that town meetings are less than democratic.

On the other hand, many of Maine's small towns and rural communities still provide a quality of life which is envied by persons from all sections of the United States. Quality of life components–friendliness,quietness, trustworthiness, slow paceness, freedom from crime, and closeness to nature–were major factors in the waves of migration to Maine during the 1970's and early 1980's. Unfortunately, from some perspectives, these values are eroding. And, to some degree, the erosion is due to a set of factors implied in the phrase, "Killing the goose that laid the golden eggs." The attractiveness of Maine's smaller communities is, in effect, "killing" them.

To a significant degree, the increase in population in Maine's more rural areas since the early 1970's has been one of urban people moving to a more rural environment. They wanted the presumed ambience of a New England rural community, but they also did not want to forego some of the amenities of urban life. As a result, there have been a series of readjustments occurring in Maine's smaller communities.

One way to analyze these changes is to make use of the perspectives on social change presented in The American Community by Roland L. Warren. The elements of Warren's social change aspects are illustrated in *Figure 1*. I have placed urbanization/suburbanization in the center because, from my observations, it

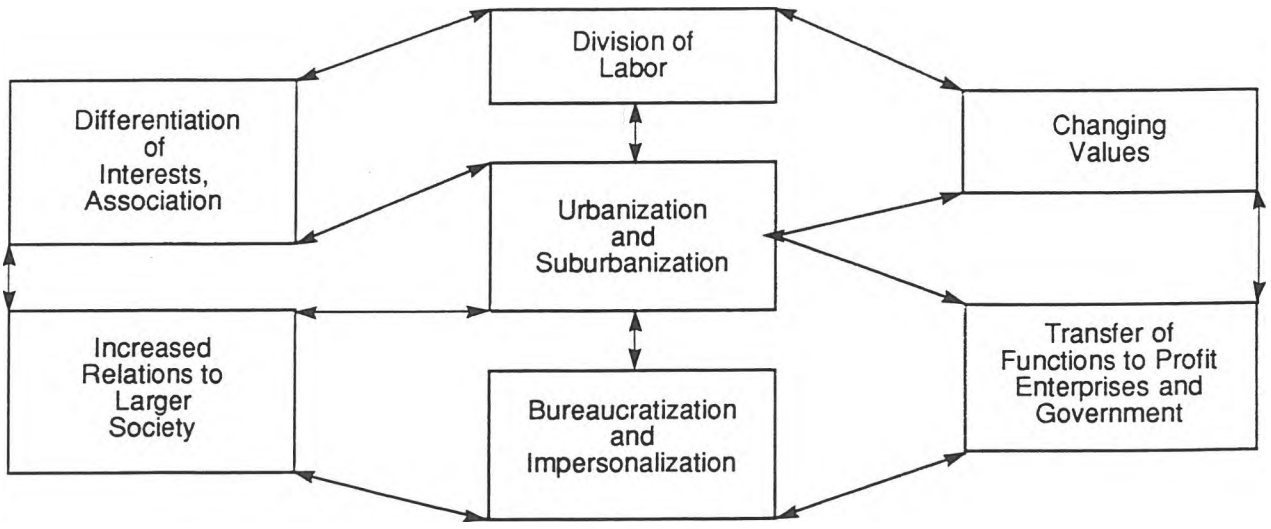


FIGURE 1

is the key variable in the social change taking place in most Maine smaller communities as well as in many of the larger ones. Note should be taken that each of the elements in the diagram is interconnected by two-way arrows. This is to imply that each component is affected by, and effects, each of the others.

To make what I have to say more concrete I am going to illustrate the ways in which Warren's perspectives relate to the town of Turner. Turner is located just north of Auburn and Androscoggin County. Like most communities in Maine which were organized in the eighteenth century, Turner has evolved through several eras. Originally it was primarily an agricultural/forestry community. By the early 1800's, however, it became a manufacturing center–textiles and woodworking. By the late 1800's, manufacturing was weakening, but commercial agriculture, particularly dairying and apple orcharding, were strengthening. The Turner Center Creamery was nationally known. By the 1920's, manufacturing was largely gone, and urbanization/suburbanization had begun. For a period in the 1920's, Turner owned an electric railroad to Auburn which spurred commuting.

For the last twenty-five years, farms have been disappearing but the population has been increasing rapidly–from 1960 to 1987, Turner's population grew from 1,890 to 4,069, an increase of 169 percent. During the same period, Maine's population increased by 23 percent–one-seventh as rapidly as Turner's. Clearly, Turner has been affected by urbanization/suburbanization, but this movement has been interrelated with each of the six other elements in Warren's schema.

Urbanization/Suburbanization

The 169 percent population increase in Turner's population in 27 years, including the 15 percent increase from 1980 to 1987, is clear evidence of urbanization/suburbanization. Most of the immigrants came from the Lewiston-Auburn area and/or are employed there. An increasing number commute to Augusta and the Portland area. They live in Turner largely because of its small town/ruralness and relatively low cost of land and property taxes. Their interest and participation in the community is, of course, varied, but tends to have two foci–schools and maintaining the rural environment. They tend to be advocates for improved educational facilities and programs which sometimes irritates long-time residents, who fear that the consequences will be higher taxes and loss of traditional community identity.

So far, relatively little farmland has been lost to development but there are fears that this will happen. The major dissatisfactions of the immigrants appear to be the odors, flies, and fear of soil and water pollution which they attribute to the giant DeCoster Egg Farm Complex. Large-scale agriculture and residential development will probably be at the center of many conflicts and irritations in Mane's communities.

Division of Labor

In Turner, as in many Maine communities, division of labor is related primarily to the elaboration of occupational types related to urbanization/suburbanization. Conflicts and dissatisfactions can and do arise over misunderstandings among people of different occupational backgrounds. This problem may exacerbate in the future.

Differentiation of Interests, Associations

Maine's smaller and rural towns were once the locale of many social activities, most of which were community/family centered–Grange, 4-H, Extension groups, etc. This situation has changed drastically and is being further changed as the community becomes more urbanized/suburbanized. Newer activi-

ties tend to be structured along social class lines–bridge, word games, library board, PTA, planning board for the newcomers, snowmobiling, ATV's, hunting for the older group.

Bureaucratization–Impersonalization

As Turner and similar communities grow through urbanization/suburbanization they will become more bureaucratized–it is an inevitable process. Unfortunately, both the longtime and new residents will be negatively impacted by the process. The new people will find that much of the rural ambience they sought is lost. The older settlers will blame much of the increased bureaucratization on the newcomers who, in turn, will become upset over more restrictive land and related uses. A practical effect in Turner will be the formalization and, probably, greater equality in assessing and the application of other regulations.

Transfer of Functions to Profit Enterprise and Government

Again, much of the informality of the past is being lost. People will be dealt with as entities, not as personal friends. Efficiency is being gained but the warmth of interpersonal relations is being lost.

Changing Values

In rural communities, until relatively recently, "a man's word was his bond." Today, as indicated above, most interactions are contractual. It is part of the bureaucratization process. Communities like Turner still are quite friendly and informal, but change is taking place. In the past, when a farmer built a new building, he might have (and in Turner he did) "hold the tape, while he [the assessor] measured the floor space." Under today's rules everyone will be treated equally and with formality.

Conclusion

Much of the change which will occur in Maine's smaller communities will be interrelated with rapid urbanization/suburbanization. There will be more and more state intervention in the ways in which communities operate. There will be more laws such as preferential taxing, the so-called Harmony Bill, and An Act to Promote Orderly Economic Growth and Natural Resources Conservation. The latter act will have as profound effects on Maine's smaller towns as any legislation in the past. It will force towns to rationalize their planning and development. It will accelerate each of the seven aspects of social change identified by Roland Warren.

Future Settlement Patterns
Richard Sherwood

Good morning.

Because our time is limited, I shall advance just one hypothesis for your consideration and then take a few minutes to justify and amplify it. My hypothesis is that the future settlement patterns of Maine will remain much as it is today.

I have two reasons, one theoretical and one empirical, for advancing this hypothesis. Let's take the empirical justification first.

Twenty Maine municipalities had populations of 10,000 or more residents in 1987. If we turn back the calendar a hundred years to 1890, we discover that 13 of these either already had populations exceeding 10,000 persons or were immediately adjacent to other municipalities with such populations. In other words, most of Maine's largest settlements were already large over 100 years ago.

Furthermore, the share of the State population living in these settlements has remained quite constant–21% in 1890 and 26% in 1987. Of the remaining municipalities, two and perhaps four, are atypical and do not reflect general demographic trends.

The clearest case is Limestone which has a population of over 10,000 persons today only because it is the site of a bomber base. The case of Bath is analogous with the Bath Iron Works building ships for the Navy. In any case, Bath already had a population of 8800 in 1890.

The other two cases are somewhat more ambiguous, Brunswick and Presque Isle. Brunswick has the Navy base and is also near Bath, but it's not clear this accounts for all of Brunswick's growth. Presque Isle serves Limestone and also grew when it had a base. So, depending upon how we want to classify the growth of Brunswick and Presque Isle, we find that of Maine's 16 to 18 largest "naturally" occurring settlements, 13 are over two hundred years old.

The other empirical observation I proffer concerns the mobility of Maine households. Nearly half, 47% of the households living in Maine in 1980 had moved into their homes in the preceding five years. One quarter had moved into newly built homes. Three quarters had moved into already existing homes. Thus, we observe that at least three quarters of the households changing residences chose homes in already existing settlements. This demonstrates the tendency of existing settlement patterns to continue to draw new residents. You should also note that, of the one quarter of the movers who chose new homes, many undoubtedly moved into newly constructed houses in existing settlements. Settlement patterns change slowly for very good reasons.

Since they represent the optimal solution to several simultaneous problems confronting society. Every society must perform a number of tasks to survive:

- It must produce and distribute the goods and services the populations require.
- It must educate the society's young.
- It must keep aberrant behavior within bounds.
- It must provide for mutual support and assistance in crises.

Every society evolves typical or usual procedures for accomplishing these tasks. These typical procedures are what sociologists call institutions. Thus, in a subsistence econ-

omy most goods and services consumed in the society are produced by the family which consumes them. But in our society, it is usual for business firms to produce the goods and services to be consumed and to distribute them. Thus, both societies produce and distribute goods and services, but they institutionalize economic activity differently.

Therefore, the land use pattern of a society and its artificial landscape of buildings, structures, transportation nets, and so on, reflect the institutional organization of society's tasks.

Indeed, you can think of the landscape of a society as a still life or its institution frozen in place. This means that when an actor, whether the actor is an individual, a family, a business firm or a government agency, decides where to locate, the existing settlement pattern must be the overriding factor in considering the comparative merits of various sites.

Recorder's Notes

Louis Ploch

A look at settlement in one Maine community, Turner, Maine.

The following is a description of the urbanization and locational aspects in Turner, Maine. Turner, Maine saw a 15% increase in population from 1980 to 1987 to a low estimate population of 4,369 people. Turner had roughly the same population in 1860 to 1865 as it did in 1960, this trend is repeated in most other rural communities, (peak population in 1860's) unless the community is located near larger cities. Up until 1986, Turner, Maine had no uniformed policemen, no bank, no federal funding program acceptance (except for some flood relief funding), no town manager. Turner now also has a building inspector and a code enforcement officer. Turner had been essentially living in the late 1800's to early 1900's, but is now being pushed into the 1980's and 1990's. Where before there was practically no development, the last 5-6 years have seen 73 new businesses move in on Route 4 alone. Developments such as Turner Plaza house 13-14 businesses, including a supermarket, where there was none before. Suburbanites are now moving in from as far away as 40 miles. Like in many other rural communities becoming transformed, Turner has a desirable location, in its case, approximately halfway between Portland and Augusta. Also similar to other rural communities, an 80,000 square foot lot is a minimum (2 acres), along with a minimum requirement of 200 feet of road frontage is enforced in Turner. These types of restrictions spread out a town too much; the village idea is nonexistent. In the long run costs such as the cost of supplying sewer lines to these spread out parcels becomes great, as well as fire protection, police protection, etc. In Tuner Center, Turner Village, and North Turner, people now moving in cannot build new buildings since they cannot meet the requirements mentioned earlier because there is no longer any land available to satisfy the requirements. Because of this, strip development has and will continue to result. However, according to Louis Ploch, those communities that have not yet begun to develop will benefit from the plan mentioned above–that of a minimum lot size of 80,000 square feet (2 acres) and at least 200 feet on the road (frontage). These communities will have the ability to divide up the land so that strip development is minimized.

Richard Sherwood

Settlements in Maine will remain as they are today for two reasons:

1. Most of Maine's larger settlements (13), those over 10,000 in population, were just as large 100 years ago. Those that have grown are not due to demographic trends, they are the result of big businesses. For example, the naval station in Brunswick and the air force base near Presque Isle and Bath Iron Works in Bath. Of the 16-18 communities which have grown to this level in less than 100 years.
2. A five-year pattern shows that half of the population has moved in the last 5 years: three quarters of them into existing homes and one quarter of them into newly constructed homes.

Land use patterns and institutional arrangements of society determine settlement patterns. Institutional arrangements have made in-town prices high, thus an outward movement to rural areas.

Choosing places to live are decisions that must be made because of changing institutional patterns in society.

1. School Quality–if all become equal as the state programs are calling for, then schooling decisions will not take into account the location of a school.
2. The elderly may choose those places that are safe to live in, where good police and fire protection exists, as well as hospitalization.

Individual's Relationship to Institutions
Frank O'Hara

The other night, reading a book of Wendell Berry's entitled The Unsettling of America, I came across a quote which reminded me of this conference:

"What has drawn the Modern World into being is a strange, almost occult yearning for the future. The modern mind longs for the future as the medieval mind longed for heaven." (page 56)

The future does hold a fascination for us. It is the subject of world's fairs, expositions, and science-fiction novels. In Maine, it seems, we tend to favor commissions!

Twenty years ago, who in Maine could have predicted the collapse of the leather, textile, and poultry industries; the economic boom that we are experiencing nonetheless; the oil crisis coming and going; the election of an independent Governor like Jim Longley?

Obviously, predictions of the future are a risky business. Looking back twenty years ago, one of the best at identifying important future trends was Peter Drucker, the business consultant. In a 1966 article in The Public Interest magazine entitled "Notes on New Politics," Drucker identified several important trends, two of which are worthy of note here. First, he noted the growth of organizations, particularly in the non-profit sector, and said that we were becoming a "Pluralist Society," rather than one organized around only a few power centers. Secondly, he paid attention to demographics, and noted that the median age of the country was becoming younger, due to the "baby-boom generation" (though he didn't use this label in the article). He predicted that this group, simply by force of sheer numbers, would be a dominant force in setting cultural values. Those values, he felt, would be characterized by "inner-directedness," by a shift to moral and esthetic concerns, a focus on the person.

Both trends can be seen in Maine today. There has been a growth of new organizations in the past twenty years. To the traditional power centers of government, corporation, union, and church, has been added: advocacy groups on all shades of the spectrum, from anti-abortion to feminist to peace to environmental to a revived Christian Civic League; new non-profit groups in health, human services, regional planning, and regional service delivery; new human potential and religious groups, from fundamentalist to feminist churches; and a new and revived network of small businesses. Likewise, the baby-boom generation, now aged 25 to 45, has clearly had a major influence on changing values in Maine.

Twenty years from now, there will be further change. Technology and communications will continue to alter institutional structures. There will be more decentralization, less hierarchy, a "bi-modal" size distribution as described by Dr. Julie Watkins. And the baby-boom generation will be older, then 45 to 65–but will still comprise one-third of Maine's population–and will have new concerns.

This raises an important question about the baby-boom generation's values. Will their values change with age? Winston Churchill made the famous observation to the effect that "anyone who is not a liberal at age 20 has no heart; and anyone who is not a conservative at age 40 has no brain." Certainly there has been

some change in the behavior and concerns of baby-boomers. As adolescents and young adults in the 60's and 70's, they were experimental, idealistic, risk-takers–as is typical of that age. Today, as young and middle-aged adults, they have houses, families, jobs, and are more cautious. But even as their concerns and behaviors change, their underlying values remain distinct from the generation preceding them. And this portends important changes in the individual's relationship to institutions in the future of Maine.

What do we know about the values of the baby-boom generation? How do they compare to the older generation? What are the implications for the future? Some recent research conducted by Market Decisions offers some insight.

Compared to the older generation, Mainers 25 to 45 years of age are less tied to the "traditional" family. They are more tolerant of alternative family arrangements such as living together outside of marriage, single-parent households, gay and lesbian lifestyles.

In the workplace they are less committed to unions, less concerned about employer-employee loyalties.

In education they are more likely to see the need for education and personal growth and enhancement, and less likely to see education purely in terms of job development, unlike older Mainers.

In religion, baby-boomers are less likely to attend church, although they see themselves as motivated by "spiritual" concerns just as much as older Mainers. In their case, "spiritual" nourishment is more often found outside organized religion.

With regard to government, baby-boomers are more likely to feel confident that they can influence public policies, and are more likely to be comfortable with government controls. Yet, ironically, they are less likely to vote than older Mainers.

What do these attitudes mean for the future of individual-institutional relationships in Maine?

First, it indicates that loyalty to traditional institutions will continue to weaken. Participation in, and commitment to, political parties and voting; organized religion; corporations and unions; ethnic and neighborhood structures; will decline.

On the other hand, loyalties to new institutions will grow. Participation in, and commitment to, advocacy groups, spiritual growth organizations, lifestyle associations, will increase. These groups will cover all sides of the political, religious, and lifestyle spectrums –from anti-abortion to the gay-lesbian alliance, from fundamentalist to New Age religion, from baseball card collectors to snowmobilers.

Is this a "brave new world?" No, in many ways it is an old world. In 1840, Alexis de-Toqueville, a French visitor to America, observed:

> "Americans of all ages, all conditions, and all dispositions constantly form associations... The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; in this manner they found hospitals, prisons, schools... Wherever at the head of some new undertaking you see the government in France, or a man of rank in England, in the United States you will be sure to find an association." (Democracy in America, Volume II, page 106)

Alexis deToqueville saw this as a positive trait. He felt that such associations were a training ground for broader democratic participation. Yet still, it raises questions for Maine's future.

Among the questions are: who will medi-

ate among the conflicting groups in Maine in the future? Traditionally people have come together in Maine–in Town Meeting, the Legislature, the bargaining table, the church hall–to trade off, compromise, and move forward. In a future Maine of lifestyle enclaves and subcultures, where will this happen? What institution will have the trust and confidence necessary to forge compromise and consensus?

What makes it harder is that the differences today are moral, not economic. Economic disagreements can be resolved at the bargaining table, or in the Tax Committee of the Legislature. Where do anti-abortion and pro-choice groups come together? Anti and pro-nuclear groups? Pro and anti-growth groups?

Already there is evidence that these issues are splitting apart traditional political parties and religions in Maine. Existing institutions seem to lack the public confidence and authority to resolve questions like the operation of Maine Yankee, the Big A dam, abortion policy. These issues come up again and again, and seem to be unresolvable to public satisfaction.

In this environment, the challenge for the future is for traditional institutions of government, church, school, business, and union, to adapt, to incorporate the new concerns and values of the rising generation, and by doing so, to reassert their authority to mediate conflicts in a way which instills public confidence.

How this can be done is another subject in itself. But I will close with a suggestion for how to proceed from Wendell Berry, whom I quoted earlier:

> "...the only possible guarantee of the future is responsible behavior in the present."
> (Unsettling of America, page 58.)

Thank you.

Recorder's Notes

In these ever changing times people all over the world are changing, and the state of Maine, like every other state, is beginning to feel the impact of it. Changes are happening quickly and we need to be ready for them. There is no way to predict the future, but maybe if we do some careful research and planning we can create the future that is necessary for Maine's survival.

Two projected changes that will affect Maine will be demographics and economy. In the years between 1989 and 2030 we will be dealing with a major change in our population. Due to the low birthrate and new technology in medicine we will be dealing with an older population. By the year 2030, 60% of our population will be over 45 years of age and only 40% of our population will be under 45 years of age. The baby-boom generation, which is now age 25-45, will be age 45-65 in just 20 years and will make up 1/3 of our population (an influential group).

The changes of trends of this generation will affect our institutions, economy, and way of life. What kinds of institutions are we talking about? Examples are family, government, educational, business and industry, etc.

Technology is changing very quickly and becoming very competitive. Economy is becoming globally integrated and the U.S. is losing its technological edge. Where do we go from here? We have an increasing need for more skills, such as technological, organizational and management skills. We need to find ways to keep people in the work force and some of the recources needed will be as follows:

1. a greater emphasis on teaching new skills
2. a closer involvement of business and industry
3. meeting the needs of an aging work force
4. a stronger health care industry
5. an educational program to reach rural areas
6. new ways to teach basic skills to children that will connect what they are learning with real life and make it more exciting

While trying to accomplish this, we also want to preserve our values, such as economic security, peace, the value of families and a competitive society.

Values are changing. People are not as much tied to the traditional family setting. They are also less likely to attend church, to vote, or to join unions. However, they felt they are more likely to affect government. Traditional groups will change. People will move toward human potential and spiritual awareness groups. There will be more growth for associations with life-styles. Traditional institutions need to adapt to a new generation and to gain the confidence of the people.

Technology is changing so you don't have to interact with people as much. One example is computer banking. Larger businesses will get larger. Smaller businesses will get smaller and the ones in the middle will disappear. Expectations of accountability of institutions will increase. There will be more of a level of responsibility. More power and authority from federal government will shift to state government and be more locally based. This will put more responsibility on institutions.

What institutions will have the confidence of the people? Where will people go for compromises? Are predictions true?

The tools available to the public from policy reports are: population and value systems within groups; demographic research–impacts of people from far

away–what people of Maine have done to create their way of life; and public policies affecting futures–what people are willing to do.

The questions, comments and statements of the people from the conference Vision 2020 were as follows.

Education needs to bring people into global economy.

People are more involved in self values than economy. How do we deal with economy?

We need to bring an older population into teaching.

Will the elderly continue to support educational needs when they feel it no longer helps them or their children?

Multiple groups are forming, where do they come together? The university can solve this problem.

Every individual is capable of problem solving, not just a person in a high position. We need programs in industry to focus on everybody as a whole in developing everyone.

People are a resource that we need. If industry does not help people it will diminish. Given global competition, higher education is a question of survival, not profit.

We need a new philosophy of education. Understanding what you learn should relate.

A stronger liberal arts program is necessary in this technological age to help handle changes and to teach people to think.

Can state governments and universities keep up with change? They need the ability to change quickly.

We need a balance of technology and liberal arts.

We need to arrive at a concensus as to what is expected of universities and institutions.

Do not destroy what is good in institutions while adapting to change.

We need to look at values of people age 22-24 and students. They are the future of this generation.

Citizen Participation and Civic Responsibility

Kathryn P. Grzelkowski

Citizen participation is the lifeblood of democracy. The foundation of a democratic system is each citizen taking on his/her civic responsibility to vote, to give perspectives on public issues, and to offer some time and personal skills toward accomplishing the goals of the community.

Politico-social analysts are expressing an increasing concern with trends that indicate a move away from general citizen participation, and toward more interest group–populist movement orientation. These trends portend less input from all citizens, more possibility for minority opinions being the only ones voiced and therefore becoming dominant, and increasing conflict and polarization of issues between populist groups – e.g., pro-life and pro-abortion advocates – leading to dilemmas for our elected legislators as to how best to represent their constituents.

Today I will focus on three trends that seem primary in discouraging active, broad-based citizen participation:

1. **Disenfranchised populations**
   a. The poor have traditionally had less power, not viewing themselves as having the political base, skills and/or knowledge to influence political decisions and take part in civic issues. When they have tried to become actively involved in setting policy regarding their immediate lives (e.g., public housing issues), they have been given, at best, token involvement in decision-making (Dale 1978). [To be discussed and exemplified during presentation of models late.]
   b. Minority populations have consistently been under-represented in elections and in government personnel and policy (Verba & Nie 1972). This is especially evident with respect to the Indian population in Maine.
   c. There is an increasing population of single parents, especially women, who are presenting needs for new social programs and societal responses, but who are not recognized as a population with special needs.
   d. There is an increasing population of elderly, especially those out of work and on a fixed income, who show decreased citizen participation activity, and therefore decreased representation of issues which affect their lives as a special population with special needs (Sherwood 1988; Barkan, Mageean & Grzelkowski, 1989).

2. **Increasing centralization, bureaucratization, fragmentation, consolidation, and specialization of resources**
   These have led to a perception of disenfranchisement of all citizens except for the few in government offices making decisions about how resources will be allocated, and those who can be in social-economic positions powerful enough to influence decisions. These trends have led to an increase in the belief that special interest groups have more influence and power, and that the "ordinary

citizen" does not have much of a chance to make a difference in how decisions will be made or policies carried out (Tofler 1980;. Naisbitt 1982).

3. **Citizens feel displaced by "the expert"**
   The expert can be a specialist who is hired by the community to develop information and recommendations, or a state government official responsible for setting and carrying out policy and programs in a designated area. The primary feeling of displacement has occurred by decisions being made in places by persons remote from citizens' everyday lives. Even local planners and city managers can be perceived as "remote" in their specialization and expertise which they use to do *for*, instead of *with*, the community.

I have selected three models of citizen participation that can be used in addressing the above issues: Model 1: Participation in a Representative System, Model 2: Citizen Participation by Organizational Forum, and Model 3: Citizen Participation According to Level of Influence/Power.

As we identify the current status of citizen participation, we locate the focus of control and direction of power and decision-making as more in the middle or toward the top of the chart (Model 1), citizen participation more from the middle to the left-hand side of Model 2 (less citizen participation and more expert involvemental), and the level of citizen influence and power in levels 1-5 in Model 3.

If we are to change the trends of diminishing broad-based citizen participation cited earlier, it is important to develop in the areas of these models where there is now little emphasis or activity – more bottom-up rule and decision-making (Model 1), more emphasis on developing organizational forums where experts *assist* citizens in making policy and decisions (rather than doing it for them) (Model 2), more development of those approaches which increase the direct amount of citizen power (Model 3).

There are key elements to these changes:

1. Empowerment of citizens in the community
   a. Power *redefined* as a *shared* resource, instead of a *scarce* resource to be exercised by some and not by others.
   b. Develop power on the basic premise that skills equal power, and knowledge equals power; therefore the experts *teach* and *guide* the citizens in developing the skills and knowledge necessary to plan, set policy, and govern.
2. Government and representatives do *with* citizens, not *for* [Ferguson, (1980)]:
   a. from bureaucracy to community decision-making
   b. increased emphasis on collaboration and consensual decision-making
3. View population as diverse, as pluralistic, with many and diverse needs;
   Seek methods for meshing and integrating these needs, e.g., incorporate retired citizens into the school system as special teachers according to their areas of work and expertise.
4. Increased focus on and development of *partnerships* instead of adversarial relationships between citizens, government and the private sector. Focus on what each sector has to offer and blend these resources to identify policies which serve the needs of the most in win/win decision-making.
5. Changes in how we view ourselves in relationship to community, state, country, and internationally. Stress increased citizen awareness that decisions made "in our own back yard" do have global ramifications.

Choices for the Future

I pose two of our choices for the future for our discussion today:

Continue with our current modes of cen-

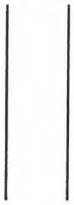
tralization, fragmentation, separation of citizens from decision-making; and our adversarial and conflict producing modes of policy formation and implementation;

Or:

Re-orient our emphasis on citizen participation to the smallest community and organizational level. This will require a renewed commitment to the premise that citizens are our greatest resource, and therefore much more time and money needs to be spent on nurturing and developing this resource. The key to reinvolvement of citizens in our democratic process is training – the *transfer* of expertise to citizens so they can participate in planning, problem solving, choosing options for policy, and implementing programs. Experts, therefore, rather than setting directions for the community, are teachers, guides, and resource persons for the citizens, assisting them in making the decisions for their community.

Some say our lives have become too complex for the common citizen to have time and the expertise to participate. If this is so, what does this mean for our democratic systems of governance? I wonder...

MODEL 1: PARTICIPATION IN A REPRESENTATIVE SYSTEM

Process of decision-making	Locus of control	Direction of power and decision-making
Representatives make decisions with little or no direct input from constituents	Rule *for* the people	Top down decision-making and rule
Representatives seek public information and input, then make decisions (legislative and public hearings, letters, other communications from constituents, lobbyists for interest groups	Still rule *for* the people, but *of* the people	
Representatives work with local citizens at the smallest representative unit to identify priorities and make decisions– citizens make decisions and representatives carry them out	Rule *by* the people, *for* the people	Bottom-up rule and decision-making

***Model synthesized from Held, 1987; Held and Pollitt, eds., 1986.*

MODEL 2: CITIZEN PARTICIPATION BY ORGANIZATIONAL FORUM

Bureaucracy (State/Federal where applicable)

Commissions

Regional or State Councils
Citizen Advisory

Public hearings
Legislature/Community

Special Interest Groups

Referenda

Direct contact of citizen on particular issue

Town council and Boards

Special local groups, e.g. neighborhood groups/ councils

Community source of directions, sets priority of projects

Citizen /community initiated plans, policies, projects

Citizen participation minimized
Experts maximized

Citizen participation maxmized
Experts minimized

***Model adapted and expanded from DeSario and Langton, 1987, p. 217.*

MODEL3: CITIZEN PARTICIPATION ACCORDING TO LEVEL OF INFLUENCE/POWER

8 Citizen control

7 Delegated Power

6 Partnership

Degrees of Citizen Power

5 Placation

4 Consultation

3 Informing

Degrees of Tokenism

2 Attitude Adjustment

1 Cooptation

Nonparticipation

Explanation of categories

1. Cooptation

   "In the name of citizen participation, people are placed on rubber-stamp advisory committees to 'educate' them or engineer their support. Participation is distorted into a public relations vehicle by power-holders." Example: community action agencies for poverty areas which create neighborhood councils with no legitimate function or power.

2. Attitude Adjustment

   Under this kind of "citizen participation," a bureaucratic administration assumes that powerlessness is synonymous with inability to manage one's life to make conscientious decisions about one's self and one's future. "This form of citizen participation is both dishonest and arrogant...Under the masquerade of involving citizens is planning, the experts subject the citizens to clinical groups therapy." Common examples are when tenants in public housing are brought together to help them "adjust their values and attitudes to those of the larger society. Under these ground rules, they are diverted from dealing with such important matters as arbitrary evictions...why it takes three months to get a broken window replaced in winter." Instead, the bureaucrats spend time on "improving the tenants attitudes" regarding their crowded conditions and their responsibility for the denegration of the housing.

3. Informing

   Information about rights, responsibilities, options, and methods is a necessary part of citizen involvement. However, information flow often becomes one-way from official to citizen without any channel provided for feedback and any power for negotiation. "Excessively technical information, discouraging questions, and irrelevant answers are common tactics for turning meetings into vehicles for one-way communication. Also, information may be presented at a late stage in planning, giving people little opportunity to influence the program design *for their benefit*."

4. Consultation

   "If consulting is not combined with other modes of participation, it offers no assurance that citizen concerns and ideas will be taken into account. Attitude surveys, neighborhood meetings, and public hearings are frequently used to consult people. If citizen input is restricted at this level, participation remains just a window-dressing ritual with people primarily perceived as statistical abstractions."

5. Placation

   In the placation mode, a few hand picked "worthy" class or minority representatives are placed on boards of community agencies or on public bodies like the Board of Education or the Housing Authority. Therefore, the "citizens begin to have some degree of influence, though tokenism is still apparent...If they are not accountable to the constituency in the community and if the traditional power elite hold the majority of sears, the have-nots can be easily outvoted and outfoxed. Other committees allow citizens to advise or plan, but retain for powerholders the right to judge the legitimacy or feasibility of the advice."

6. Partnership

   In this participation mode, "power is redistributed through negotiation between citizens and powerholders. They agree to share planning and decision-making responsibilities through such structures as joint policy boards, planning committees, and mechanisms for resolving impasses." Once the ground rules have been established through a negotiation process, they are not subject to unilateral change.

7. Delegated Power
   Negotiations between citizens and public officials can result in citizens achieving dominant decision-making authority over a particular plan or program. At this participation level, citizens have a clear majority of seats and genuine specified powers on policy and planning boards, and their acknowledged influence is sufficient to assure accountability of the program to them.
8. Citizen Control
   Citizens have a sufficient degree of power (or control) to guarantee "that participants or residents can govern a program or an institution, be in full charge of policy and managerial aspects, and be able to negotiate the conditions under which 'outsiders' may change them."

***Model and text adapted from Dale, 1978, pp. 12-13.*

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Civic Participation–A Dwindling Reality
Charles A. Morrison

Over the past decade both State and local governments have experienced declines in the numbers of people who are willing and have the time to provide meaningful interaction with their governments. At the local government level, civic participation comes in three forms. One is volunteer service to governmental and civic organizations. Another is attendance at public meetings and public hearings on local issues. The third is by taking time to contact local representatives regarding issues and problems.

My discussions with local government officials indicate that there are increasingly fewer residents interested in any of the three forms of participation. Citizens are reluctant to commit the time necessary to serve as policy makers on local government and volunteer agency boards. Likewise, service agencies are having difficulty recruiting volunteers because of time pressures faced by busy people in our complex society. The same impediment limits attendance at local public meetings. Residents are too busy with their own lives to be able to devote sufficient time to study issues and provide meaningful input to policy makers.

While participation is dwindling on the broad policy scale, it is increasing on parochial issues that are of direct concern to local residents. On these often volatile and highly visible issues, local governments are experiencing greater determination to be heard on the part of their citizens. These issues have an immediate and localized impact on residents and thus draw a great deal of attention.

At the State government level, I see relatively the same pattern. It is increasingly difficult to recruit people to serve on State policy boards because the necessary commitment of time requires significant sacrifice. Secondarily, many citizens shy away from the high political visibility that such appointments might bring.

As on the local government level, we do see increased activism on a very few of what I would characterize as high volatility issues, such as waste disposal (solid and nuclear), abortion and gun control. Away from these major policy issues, we see increased apathy on the part of the general public unless the matter is of local, parochial interest.

In summary, at both the State and local government levels, we have experienced a dwindling of participation. This trend will only be exacerbated in the future as the issues government faces become more and more complex. The only place where this pattern does not hold true is on issues of specific local or personal impact. From this I conclude that participation is directly proportional to the potential individual impact a particular policy is perceived to have.

Recorder's Notes

Discussion: Why people do not participate in government affairs.

- An expert is someone who is academically trained who can utilize and put forward the wants and needs of the people.
- Expert is a generic term for one who has the knowledge and uses that knowledge to get input and manipulate that input to make decisions about what the people need and what needs to be done: i.e. Legislator, teacher, etc.
- An expert is a teacher.
- There is an element of trust needed and there is a long standing notion that government cannot be trusted.
- The Federal system was set for a reason. There is a tension between the representative and his constituents that is healthy. Public interest and what the people need at the moment are not always the same thing.
- There is a sense of powerlessness or loss of control that people experience about things going on in their immediate environment that must be dealt with.
- What is the direction of civic responsibility, will it rise or will it decline?
- The sense of community is not there because personal responsibility is not there.
- Beyond individual passion, there is a sense of powerlessness that prevents people from being active.
- There is a lack of obligation – the obligation to change – individual goals have overcome community goals.
- Social obligation is influenced by personal obligation.
- People seem to get more satisfaction from working for community issues which affect them personally.
- When you refuse to own up to the problem, you neglect the issues that are your responsibility.
- Non-participation is a general trend in the past for industrialized societies – people don't use their power because they are essentially happy.
- People don't vote because they are satisfied, not satisfied, don't care.
- One thing that is necessary to get people to participate is provide them with a broad education.
- Part of the reason that people do not participate in community affairs is that most people today move around a lot which prevents them from establishing any firm 'roots' to the community that they are living in at the time.

What Will Remain As We Know It Now and What Will Change In Childhood, Youth, and Maturity Over the Next Twenty Years?
Willard D. Callender, Jr.

What will remain as we know it now and what will change in childhood, youth and maturity over the next twenty years?

Gertrude Stein made two opposite statements about the future which seem worthwhile to keep in mind: that what she liked about the future is that "it hasn't happened yet," meaning that no such thing as the future actually exists – that all is present; and, after riding a plane for the first time, observing strings of light below her, shooting in all directions, that "I have seen the future in the plans laid yesterday." The future is both made by the plans and unforeseen consequences of plans loosened on the world in many yesterdays and yet unmade, subject to our choice and control; nothing has happened yet.

So nobody, certainly not me, can answer the question set before us: what will change? What will remain the same in the various stages and ages of living? But we can have fun attempting an answer. I will lay out a set of ideas, drawing mostly on the work of Bernice and Dail Neugarten from their article "The Changing Meanings of Age," and from a related article by Ken Dychtwald and Joe Flower, called the "The Third Age." My co-facilitator, Christine Gianopoulis, will then address the same questions from her perspective as a person and administrator, emphasizing more of a public policy – in contrast with my academic – point of view.

Focus Themes

1. **We're all in this life together; what happens to one age group happens to every one of us, if we live that long! Yet, age groups are often competitive and abusive of each other.**

Age categories form an interdependent system; what we call childhood, adolescence, youth, middle age, and old age are dependent upon one another, each deriving its meaning in relation to all others. If there is stereotyping and discrimination, if we favor one age group over and against the next, we not only hurt others, but chain our own identity, our personal future, to destructive imagery. We are, in Margaret Mead's lovely phrase, "immigrants in time." If we miss our common humanity, if we fail to see the ways in which we are contemporary, our own stereotypes of others will victimize us as we reach the age grade to which the stereotype applies.

But despite this common humanity, age stereotyping and discrimination exist. Not only is there such stereotyping and discrimination, but additionally there is a sense in which there is a war going on between the sexes and a battle between age groups. Child abuse and custody battles, where they occur, are examples of both sub-themes. Too many adults find and treat children as unwanted, inconvenient, or as bad reminders of a failed past. Too many elders are seen as unwanted, inconvenient, and in the

way. Too many middle aged adults feel the excruciating burden of raising the young and caring for the old, while worrying about who will care for them. We can hope for a lessening of this strife, for equality of opportunity and condition between the sexes, and for the stabilization of valued identities. Yet, to lessen the strife, we will first need to admit how convenient other age groups have been as ones to blame and victimize for our failures and frustrations.

2. People will combine school, work, and leisure more sensibly.

The traditional pattern has been education, then entry to work and career, followed by retirement and leisure. This pattern puts enormous pressure on young people to get into and through college; pressure on middle-aged people to pay for the dependent young and old; and pressure on the old to retire from society as well as from work. In contrast, more people now are living a 'blended life style' where work, education, and leisure are mixed and interspersed, with exits in and out throughout life. More youth will go to work, delaying their education to a later date. More older people will come back to college and continue or assume limited work and volunteer opportunities in retirement. More middle-aged people will experience career shifts and other life transitions which take them back to school. Hopefully, all will give themselves permission to lessen the stress and accept more leisure, including travel and the thousands of ways of learning from the experiences the world has to offer.

3. All age-statuses tend to be lengthening, thus overlapping as often as abutting each other. A consequence is that age stereotypes are breaking down and age distinctions blurring.

Childhood, adolescence, young adulthood, and old age tend to be lengthening. Children grow up slower, adolescence extends into a more youthful adulthood, full adulthood tends to get delayed till the age of thirty, there is a lot of returning home, to "the nest," and old age has lengthened so much as to persuade gerontologists of the need to distinguish between the "young old" and the "old old." New grandparents tend to be younger in age and spirit.

At the same time, as the Neugartens tell us, "children know more about once-taboo topics such as sex, drugs, alcoholism, suicide, and nuclear war," (pg. 80) and are more experienced earlier. In relation to serious crime, there is pressure to try to teach children as adults, as if the offender is grown up. On the other hand, there is the complaint that too many adults are "narcissistic" and "never grow up." At the same time, there are excellent models of elders who have retained the eternal spirit of youth, happy wise people who remain active in work and community life, including active recreation. Senior olympics offers one example.

Also, more people of different ages find themselves together in the same community groups and classrooms, with a lot of "lateral" education and communication. Think of the classroom which contains people interested in chess or computers, with people in their teens and seventies, and with the younger person as transmitter of knowledge as well as the receiver of knowledge from older generations.

4. There will be more physical and mental travel in the global village.

People of all ages are on the move, pursuing local, regional, national, and international travel. As preparation, television, books, and letters allow and encourage mental travel. We are willingly or unwillingly citizens of the globe. Events will lead us to identify ourselves as global citizens, and none too soon, since global technologies mandate interdependence.

In this new mental geography, we will come to meet and learn from peoples from all over the globe. How we think of our ages and stages of life will be shaped by how others see theirs. In this current and recurrent version of an ancient dialogue, where east meets west and west meets east, we will understand and learn from each other in constructive and productive ways.

5. The over-arching importance of the equality of women.

Most Americans now grow up in a 2-1-2 pattern, where a married couple has children, divorces, leaving the mother to raise the child and support herself, and later remarrying, creating a step-family situation. In all marital statuses, women tend to be caretakers of both the young and the old, as well as the family breadwinner. Not only does work and family add up to stress, for all involved, but there is an enormous cost paid for economic discrimination against women and from the lack of employment policies, day care, and other supports throughout the work and child-bearing and rearing cycle. In urban places, and increasingly in rural areas, we see the ghettoization of women, their children and dependents. Poverty is the frequent result. Human beings need to be treated as valuable and precious. We must invest in people wherever they are and all their lives. We need to recognize both choice and a concern for life. We must cherish and nurture life.

6. There are now and will be large numbers of dependent people of all ages who need the intervention, protection and care of the state as well as the help of private citizens and volunteer agencies and groups.

We want to believe that child abuse, sex abuse, drug abuse, crime, and other maladies will go away, and indeed we should use all of our efforts to do so. Yet, we must realize that there is now and will be a large category of people who need the protection of the state, including peoples who will come into the care of the state. The state is a fickle and poor parent; thus there is little reason to believe in its capacity and will to directly provide good care. Yet, we can and must achieve the maturity and will to insure that incapacitated, endangered, institutionalized, and dependent persons of all ages receive appropriate, effective, humane care, care which gives them maximum opportunities for growth, achievement, and independence. This will require the recognition and adequate funding of human services on a continuing basis.

7. The wisdom of the old.

Life expectancy is increasing, yet we do not give the older person enough respect. Older persons, in masse, have political power, massive power, but are too frequently treated as if their thinking is obsolete and out-of-date. We must learn to hear the wisdom of age in our families, in our communities, and as a society. Yes, there are stodgy, dogmatic old people, who don't want to learn; but there are also stodgy, dogmatic young people who are turned off to learning. Both cases are tragic, but neither is a justification to stereotype a generation or an age category. In contrast to the stereotype which equates newness with currency and old with obsolescence, we will come to realize that the older people carry the traditions, legends, stories, values, and wisdom of our life together, for all of us. In restoring wisdom and respect to age, we recover our roots and personal identity.

8. Too many people find life meaningless; they survive rather than thrive. We must help each other make life worth living.

In the gerontological literature, the phenomena has arisen of elders who worry about living too long. The fact that this very worry can arise tells that a longer life and a meaningful, fulfilling life are not the same things. The enormous amount of drug use, alcohol use,

and violence in our society indicates that people can lose meaning and spirit at a very early age. Thus, we must attend to spiritual things and help people experience their inner life. As life extends, it can and should get richer, deeper, more fulfilling, and wiser. We seem somehow to be failing to help people experience that truth. Modern life has for many people led to the loss of energy, spirit, and soul.

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Childhood, Youth and Maturity
Christine Gianopoulos

As I frame a response to the question "What will remain as we know it now and what will change in childhood, youth and maturity over the next twenty years?" I am reminded that where one stands depends on where one sits. In this case, my perspective is that of an administrator of programs for older persons within the Maine Department of Human Services.

Human beings are gifted with memory and not with foresight. That may explain our inclination to repeat the past in dealing with the present – the present being the manifestation of the future. In Western culture, we also attach a lot of importance to "knowing" or, at least, the appearance of knowing and history is a tempting place to go for ready answers.

The past isn't likely to assist us in predicting the impact of an aging population. We are told that it will be massive; magazines like the New Republic depict hordes of "greedy geezers" storming the barricades and demanding an increasing share of health and social services. Looking at what it's like to be old in America today and projecting that forward twenty, thirty or fifty years isn't appropriate or useful. The one characteristic of the old that is sure to remain the same is the incredible diversity of this age group. What will be different is:

- people, especially men, will come to old age healthier – the result of better health care and less physically demanding occupations.
- older people will have different expectations about the right to be involved in decisions that affect them.
- more women will enter old age having had the experience of living alone and having acquired the skills to live independently.
- adequate retirement income, or the lack of it, may make continued employment a necessity not an option.

I do not know "the answer" to what will remain the same and what will change in the next twenty years. I notice, though, that I'm able to think of more that may change than of what will remain the same. I anticipate change in the organization and delivery of human services; the patterns of work and family relationships; and even the physical environment.

Physical Environment

Making my way recently through Chicago's O'Hare Airport, I entered a long, bright and noisy tunnel. Down the center is a "people mover," its edges barely distinguishable from the floor or walls. Above are colored neon lights that flash rapidly on and off. The people mover is full of apparently healthy and ambulatory adults. Not on the people mover, the purpose of which is to ease one's passage from one end of the long corridor to the other, are women with young children and several elderly people. The machine is not "user friendly." Nor could they expect their fellow riders to be patient with the extra time they would need to get on or off. They are making their way slowly, while the rest of us are whisked mechanically to our next connection.

This scene is a good example of the degree to which our physical environment is designed to exclude, rather than to include, people. It is an environment designed for healthy, fully

functioning young adults. A recent report of the National Highway Safety Board predicted that a population of aging drivers will mean many more accidents unless roads and signage are redesigned to accommodate sensory impaired motorists and pedestrians. By designing for the fit, we further handicap those with any degree of disability.

Organization and Delivery of Human Services

The way we organize and deliver human services follows an industrial model that hasn't changed much in the last twenty, or even fifty, years. Large "jobs" – education, child welfare, long term care, income support, job training – are broken down into manageable "tasks" through categorical programs intended to target assistance to a particular group. While these programs have benefited many Americans, they may have contributed to separating and isolating groups within society. These programs also were designed using assumptions about family and community that clearly have changed in the last twenty years:

- Experienced educators talk about the increasing numbers of physically and emotionally damaged children in today's classrooms. Teachers, administrators and school boards are having to redefine the educational mission of the school.
- Home health services, originally intended to complement the efforts of a competent family caregiver – usually a wife or daughter – find that caregiver now is in the workforce or elderly and disabled herself.
- Programs that use income or age, for example, as eligibility screens can't always accommodate individual circumstances. As programs grow in size and cost, they often must trade off flexibility in order to assure the equally laudable goal of equity.

So the question is, will our social policies catch up and begin to reflect today's families and communities? Can we restructure human service programs to respond more to the needs of individuals, rather than groups? In his book, Thriving on Chaos, author Tom Peters calls specialization, customer service, responsiveness and fast-paced innovation the keys to America's continued ability to compete in the global market. Applying these same principles to the organization and delivery of health education and social services could make a big difference – both to those who provide the services and those who use them.

Work

In this culture, what we "do" often is equated with what we "are." We look to our work for more than economic security. For many, it satisfies the need to belong, to make a difference, to make a contribution and to have standing in the world. Being a worker gives you value in our society. Society discounts those who don't participate – the very young, the elderly and the handicapped – in subtle and not so subtle ways.

This pattern of exclusion may change, especially for elderly and handicapped persons. With a declining population of younger people coming into the workforce, employers already are looking to non-traditional sources of labor to make up for fewer younger workers and that trend is likely to continue even if Maine's economic expansion levels off.

In the next twenty years we also may see an end to the current pattern of early retirement for men. Men retiring today came of age during the Depression. Many of them placed a high value on saving for the future and job security. They may have belonged to a union that bargained for adequate health and pension benefits. Assuming they don't outlive their savings and that their pension plan remains solvent, they enjoy adequate income. Today's baby-boom cohort doesn't necessarily share these same values. The dramatic rise in the cost

of housing and child care preclude savings as an option for many. Jobs in the service sector generally haven't included the kinds of benefits that characterized employment in manufacturing. People will be working longer because they won't be able to afford retirement as we know it today.

We hear a lot about the need to restructure working conditions to accommodate two income families; single parents;phased retirement; retraining for new jobs; and new technology. The institution of work, like other institutions in our society, responds to change slowly. The industrial model of 40 hours a week starting at age 18-21 and ending with retirement at age 65 is only beginning to shift in response to changing demographics.

Conclusion

Today's society seems designed for those who can work, drive and keep pace in a culture where "time is money." Our challenge as a society is to maintain roles for those who fit less easily into this scheme. Unless we want to build more jails, psychiatric hospitals and nursing homes, we will need to find ways to enable and to expect individuals to contribute throughout their lives.

Recorder's Notes

Reflections of Callender

Nobody can really answer the question of what will change in the future, but we know that we must have a well-organized plan for all ages because what happens tomorrow depends on the plans made today.

The purpose of Vision 2020 is to find ways to improve the future and make it more beneficial for all age groups. There are five groups of people in this life: childhood, adolescence, youth, middle age and older age citizens. Each one is dependent on the other for support, so we must find better ways to combine and blend their life-styles of leisure, work and school. All mid-life people will need to acquire more skills to prepare for better futures and careers.

As each group seems to be lengthening, the overlapping must gradually tend to form a smoother joining of the ways to incorporate the interest of all concerned. The age barriers need to be broken down so that all ages can work and study and play together in groups and classes, from traditional courses to modern computer courses.

Our future world will be interwoven with people and ideas from all over the globe brought about by international travel, television programs and education. How we learn and communicate from the people of other nations will depend upon our attitude and willingness to understand and use their ideas constructively.

Next, the growing importance of women in business means less time as caretakers and managers of the home and more child care centers for the young children. These will need to be structured to provide the basics of love, health and foundations of education. If these qualities are provided there, the mothers can be free to pursue their careers in the world. All human beings must be treated as equal and valuable so that we may cherish and nurture the inner life.

Life expectancy is increasing, therefore the older people are needed to give strength and wisdom to the younger age groups to help each other to make life more meaningful and worth living. As life extends it can and should get richer, deeper and more fulfilling. Modern living has caused many people to lose energy, spirit and soul in the business of living.

Reflections of Gianopoulis

What are we here for?

What will the next twenty years be like for our families?

Society is important for all ages, so we must make changes in our environment as it hampers people from getting control of their lives. Client centered programs must be provided for the needy, and not so categorized, that all people can be helped when it is needed.

The people of the future will not have home equity and the savings security as the ones of today now have. Today's living doesn't leave any room for building up a nest egg as the older generation did, so the baby-boomers must turn everything in life around. More financial assistance will be needed than ever before.

Schools will need to change their scheduling around to accommodate the working lifestyle of the parents in order to control and supervise the activities of children before and after school hours. Changing the school system is very hard and slow. Education is chang-

ing its function, therefore, the systems will need more attractions and help to control the children for longer periods of time. They may have to develop a schedule with longer sessions with shorter vacations to keep the children occupied year round and develop more learning skills.

Next, there were discussions among the various people on how the institutions could be changed. New ideas and changes are needed for the school programs to meet the needs of today's children and families.

Maine's Labor Shortage and its Impact on Workforce Trends

Michael Hillard

Long run trends in the Maine economy are currently being shaped by a shortage of available workers. For the past four years in Southern Maine, and past two years in the state as a whole, the unemployment rate has been below what economists consider to be full employment. For Maine's employers, the dearth of workers has been a major problem. In order to attract and retain workers, many employers have had, at significant cost, to improve the quality of jobs by raising wages, adding or expanding benefits, and making jobs more convenient through arrangements such as flex time.

What is for business a "worker crisis" is not unlike the oil crisis of the 1970's. For all its obvious disadvantages, the shortage of oil and consequent increase in energy prices forced businesses and households to develop ways of using energy more efficiently.

In the face of the labor shortage, employers are pressured to increase the productivity of their workers through more efficient management, increased training, and increased use of capital. To the extent that this occurs, Maine will enjoy increased productivity growth and, in all likelihood, better-paying employment opportunities.

The labor shortage will probably continue to be a problem through the end of the century. Though a major national recession may temporarily alleviate the lack of workers for an extended period of time, the labor force will grow relatively slowly for at least the next decade. According to projections by the U.S. Department of Labor, the annual growth rate of the U.S. labor force will drop from 2.2% in the 1972-1986 period to 1.2% for 1986-2000. For the most part, Maine is expected to follow this national trend.

A significant portion of the growth of the labor force expected to occur over the period from the mid-1980's through the end of the century has already occurred. Recent labor market conditions have forced employers to raise wages and expand and improve benefits and job quality. These improvements in employment opportunities have drawn large numbers of new workers into Maine's labor force over the past three years. Indeed, in the past three years, the growth of Maine's labor force nearly matched the Maine Department of Labor's forecast for the entire 1985-95 period. In all likelihood, we have already drawn in the groups of people for whom the transition into the labor force is relatively easy.

From here on out, the labor force in Maine will grow slowly, and it will be costly to bring other groups into the labor force. While there is much talk about there being a "window of opportunity" to help families on welfare, the handicapped, the structurally unemployed and underemployed, it will be difficult for the disadvantaged to move through this window. And we shouldn't expect miracles from programs such as ASPIRE and STAR.

Thus, there will be fewer new workers in the coming years than we have had available in the past. This means that, more than ever, the quality of Maine's work force will be as impor-

tant as its size. Educational attainment in Maine is far below what it should be. For instance, in 1986 the percent of Maine's residents 25 years or older with at least 4 years of college education was 14.4%, versus 19.2% for New England. The proportion of jobs requiring a college education is currently 22%; 30% of the jobs created between now and 2000 will require college degrees.

Ironically, short-term employment benefits workers now enjoy as a result of the labor shortage hinder the needed development of a well-educated work force.

First, the labor shortage is drawing many teenagers away from school and into jobs. This past summer a high school near Portland cancelled summer school because no one would sign up for courses with all the employment available. Indeed, in Maine the labor force participation rate for teenagers age 16 to 19 is well over 50%. What is more notable, however, is the increase in the number of youths below age 16 in Maine receiving work permits; these permits jumped from 6205 in 1986-87 to over 10,000 in 1987-88. To put this into perspective, it is worth noting that for the most part, Japanese teenagers do not work at all.

Secondly, with more parents choosing or being forced by economic pressures to work, children may be getting less attention and support for their development than in the past. Most mothers now work (last year, the percent of women with children under age 1 in the labor force exceeded 50%). At a time when adequate, quality child care is available on only a limited basis, the question arises as to how childhood development is being affected by the response of parents and employers to the labor shortage. Questions also arise about the consequences of welfare reform, which requires poor women with children aged three and older to work without ensuring long-run support for child care.

Finally, we must deal with poverty amongst children. The poverty rate for children has risen from its all-time low of below 14% in 1969 to 20% currently, and the poverty rate for children was higher than 20% for most of the 1980's. For children aged six and under, the poverty rate is currently 23%.

In the judgement of most experts on this subject, the most damage is done to those who are eventually unable to participate in the work force in the years before age 5. And while some federal programs such as Head Start have survived the budgetary knife during the Reagan years, over $40 billion in federal monies on programs to aid the poor have been cut. In short, during an era in which there is likely to be a long-term lack of capable workers, we have been penny wise and pound foolish.

We are undoubtedly entering an era with much promise and opportunity for Maine. However, this is also a time fraught with the spectre of continuing and, perhaps, deepening social problems which will, among other things, reduce the capabilities of our workforce and thereby limit the ability of Maine's employers to grow and compete effectively in an increasingly international market place.

Bouncing Back! Second Chance Systems for Educating and Training Maine Workers

John Dorrer

Overview

This year, thousands of Maine people will drop our of school, be notified of plant closings, suffer marital breakups, get injured on the job and experience countless other setbacks that will limit their employment and earning potential. Frequently, for these individuals, their educational and vocational skills and competencies will fall short of what the labor market is increasingly demanding and thus, their access to jobs will be severely restricted. If these individuals who fall through the cracks are left behind, Maine's human resource base will be compromised and its prospects for economic growth diminished.

In the years ahead, the convergence of steady job growth and reductions in labor force growth rates will create tight labor markets throughout the state. Where employers once enjoyed lines of job applicants outside the hiring gate, they will now see fewer qualified applicants and will have difficulty hiring the right employees. At the same time, the Maine work place will continue to experience both subtle and dramatic changes. Educational levels of all classes of workers will need to rise as more knowledge-intensive job functions emerge across the spectrum of jobs. The challenge of bringing workers together with advancing technology applications will be faced in nearly all occupations and industries. In this dynamic context, the foundation skills of Maine workers along with their ability to adapt to change will influence productivity and buttress Maine's long-standing claim of a superior workforce.

For those Maine people who have become the causalities of social and economic change and countless others who have been denied the opportunity to participate in the economy, a second chance system to assist them to gain educational credentials, vocational skills and job access is essential. While historically, the federal government has assumed this responsibility. More state leadership and resources will be needed if we are to adequately respond to growing needs brought forward by those who are caught up in the currents of change or inadequate preparation. The State of Maine has made some bold moves to shore up the second chance systems. Through the leadership of the Governor and the legislature, new programs and additional resources have been made available. How the programs and resources are joined with what is already in place will, in the final analysis, shape a delivery system which is coherent for its clients, efficient in its use resources and effective at providing the skills and competencies sought by Maine citizens and employers.

The Components of the Second Chance System

In the past two years, both programs and resources available to those who need basic skills, vocational training, tuition assistance and help in gaining access to better jobs have increased significantly. The Job Training Part-

nership Act (JTPA) once dominated the landscape of second chance programs. This federally funded program is now supplemented by the Maine Training Initiative (MTI), the Strategic Training for Accelerated Re-Employment (STAR) and the Additional Support for People in Retraining and Education (ASPIRE). These new initiatives join the existing adult education system, a variety of tuition assistance programs offered by colleges, universities and technical and trade schools and smaller scale programs such as Literacy Volunteers and the Displaced Homemakers Project. In addition to offering education, training and counseling services, many of these programs also provide a wide variety of support services including payment for child care and transportation assistance. The Penobscot Job Corps Center is a unique federally funded residential education and training program serving high school dropouts from throughout Maine.

The Job Training Partnership Act This federally funded program makes available approximately 5 million dollars to regional private industry councils to support over 5,000 economically disadvantaged individuals annually in work experience programs, remedial education programs, classroom training, on-the-job training, placement assistance and a variety of support services. A network of service offices has been established in each county and each office generally provides vocational assessment, career and employment planning, counseling and support and job development assistance. Most education and training services are provided through established vocational schools and adult education programs. Private industry councils represent a unique private/public partnership overseeing the delivery of job training services.

The Maine Training Initiative This state funded program adds about 1 million dollars annually to the existing JTPA systems. Its primary intent is to complement and expand JTPA services.

The Additional Support for People in Retraining and Education This collaborative effort between the Departments of Labor and Human Services combines the efforts of existing welfare employment, education and training programs with the Job Training Partnership Act system in an effort to move welfare recipients into education, training and employment opportunities across the entire State. Over 8,000 individuals are expected to register for this program and 14 million dollars of state and federal funding has been dedicated to this effort. The ASPIRE program is currently in a startup phase and follows closely the new federal welfare reform initiative authorized under the Family Support Act of 1988.

The Strategic Training for Accelerated Re-Employment Program This state initiative makes available over 1.9 million dollars for individuals considered long term unemployed and dependent on unemployment insurance compensation. This year over 600 individuals are expected to be served through the existing JTPA network. Each individual is assessed and provided with a voucher to be used for obtaining education, training, support services and placement assistance. The voucher has a maximum value of 3,000 dollars.

Tuition Assistance Programs For individuals wanting to attend post secondary institutions, there is a variety of tuition assistance programs available including Pell Grants, Basic Educational Opportunity Grants and Trade Adjustment Assistance. These grant programs are offered through the financial assistance offices at each school and require applications and eligibility tests. Often individuals participating in state and federal job training programs also qualify for this support.

Adult Education Programs There is an extensive network of adult education programs across the state. Attached to local school systems, these programs offer remedial education, high school completion courses and limited vocational courses. Many courses are free while others require small fees.

Literacy Volunteers This program matches volunteer tutors with individuals who are unable to read or have very low reading levels. Small in scale and limited in coverage, this volunteer effort is helpful as an adjunct to broader literacy initiatives.

Displaced Homemakers Project This program assists women who are in need of making transitions as a result of widowhood or divorce. Counseling and group supports are provided directly while education and training services are typically offered through the existing delivery systems. The program is limited in scope and not available in all parts of the State.

Penobscot Job Corps Center Serving approximately 1,000 Maine youngsters who are mostly high school dropouts, this program provides remedial education, vocational training and social support in a residential setting.

There are many smaller community-based organizations and services which provide social, vocational, educational and employment-related services. In total, there is an extensive network of programs and services available to Maine people seeking to improve their educational status, vocational skills and job prospects.

IMPROVING MAINE'S SECOND CHANCE SYSTEMS

The right job skills, the required educational credentials and the appropriate work experience can make a critical difference to the earning prospects of Maine workers. Generally, those who have more skills, better credentials and more of the right kinds of experience will earn higher incomes and be in a better position for future advancement. A well-funded and properly coordinated system of second chance programs designed to assist workers with acquiring the needed skills, credentials and experience is essential to Maine's future. Social and economic dislocation are a part of our society. If we fail to reach out to the victims of this dislocation, we are seriously undermining our ability to create a more fair and just society. Giving these individuals a second chance to acquire skills and competencies will strengthen the competitive position of Maine's labor force while improving the income and earnings of Maine's disadvantaged citizens.

Too often, however, the delivery system for second chance services is fragmented, uncoordinated and made up of confusing eligibility tests. These elements contribute to underutilization and too often, discouragement among those who need them. Furthermore, the second chance systems need the cooperation from employers who are frequently asked to participate in shouldering some of the worker training responsibilities. Much more needs to be done to rationalize this delivery system so that it more effectively serves client and employer alike. Projections of tight labor markets for the years ahead give us the impetus for placing higher values on all of Maine's workers particularly those with potential who have been left behind. A significant challenge now exists to plan and manage the operations of our education, training and employment systems so that they are most responsive to both client and employer needs.

At the policy level, the creation of a State Human Resources Development Council is an important step towards a more coordinated

approach to services delivery. As programs and resources become even more fragmented because of state participation, leadership is desperately needed from this council to ensure that an effective joining of programs and resources is achieved. The opportunity exists to bring together federal, state and local programs into a coordinated system for the delivery of remedial education, job skills and employment access for Maine citizens who are on the outside looking in. The establishment of the Council represents a solid start. Over time, more decisive action will be needed to assemble the desperate parts which now make up Maine's second chance system.

At the services delivery level, we find a wide variety of ways for those in need of skills and job access to be served. Most prominent among these delivery systems are Maine's three private industry councils and service delivery areas established under the Job Training Partnership Act. This delivery system often serves as a port of entry where clients are assessed and provided with employment and career development plans. Remedial education services and vocational training are, for the most part, purchased from existing providers within the state. Thus, Maine's adult education system and secondary and post-secondary vocational training institutions play a prominent role in services delivery. Many individuals in need of services also access these systems directly. Much more could be done to standardize the provision of services and benefits to Maine workers in need of a second chance. A common intake system where workers are oriented to the full landscape of programs and benefits would be a sound start. The use of a comprehensive application and eligibility determination process would streamline the administrative processing which now is seen as too dominant a part of services delivery. A greater degree of services and benefits standardization would assist workers in planning educational, vocational and re-employment programs. Stronger and more central employer services would raise their comfort and participation levels.

Maine has an excellent opportunity for a well funded and coordinated second chance system to assist thousands of individuals annually who need this kind of support. The creation of the Human Resource Development Council at the state level and the presence of private industry councils and service delivery areas locally represent an excellent planning and organizing framework. By connecting the excellent education and training resources effectively into the framework and establishing clear and simple participation rules for those in need, Maine people in need of a second chance will get it.

Recorder's Notes

Michael Hillard spoke of future trends in Maine's economy being shaped by shortage of labor – a worker crisis comparable to "oil crisis" of the 70's. Significant growth forecasted by the Department of Labor for the eighties has already occurred. Growth will be slow and costly to the end of the century.

John Dorrer presented the "demand side" of changes in the work place, in addition to labor supply.

Discussion That Followed:

What is the responsibility in a pro-active approach? More job opportunity zones bring jobs to families. In the northern zone of Belfast, Maine, a chicken plant closed. Soon after Etonic moved to the area and hired 180 or more employees. One result was a dramatic increase in return to secondary education.

How do we support long-term transitions?

Long-term retaining, community awareness of stereotyping, needs beyond adulthood, funding for child care as needed.

Regarding ASPIRE: We need to refund education, getting the academic basics to adults that they didn't get the first time. We need to build a responsive continuum delivery system rather than just developmental.

Market forces drive compassion. Five years ago people were of little value, now people are an asset. To what level do we want to invest? In the short-term, a person loses, and the state loses. We need longer-term investment.

Although cost effective to the employer, employer's training tends to be firm specific while making the employee dependent on the company.

Three dynamic forces at work:

- technology of the American
- technological transition
- looking for work in the new economy

Schooling and Higher Education
Richard H. Card & Loren W. Downey

INTRODUCTION

The questions posed for this session are: what will remain as we know it now and what will change in schooling and higher education over the next twenty-plus years?

The purpose of the session is to record participants' answers to and speculations about the questions so that the proceedings of the conference can be published for dissemination.

The format of the session will begin with presentations by the co-leaders who will then change hats and facilitate a wide-reaching and exhilarating discussion.

SCHOOLING

A Demographic Backdrop. When considering the possible changes in the delivery of education during the next 30 years, the changing demographics of our state and current trends and practices provide us with some indicators for forecasting. It is a widely held belief that 80% of the workforce for the year 2000 is currently working, and considering that the population of 18 to 34 year-olds will diminish by 15%, several conclusions may be drawn.

The first conclusion is that the current workforce will need to be continually retrained, placing education for adults on a considerably more significant plane. The increasing complexity of the workplace adds to the necessity of a more highly trained and educated workforce. The shortage of young people in the workforce will then place a greater percentage of the available young people in the pool of job applicants and of hirees. This has a significant and profound effect on public education. More and more students must be better educated. Historically, public education has served as a vehicle to sort people. At the turn of the century, it was very important that a percentage of the population be available for manual labor, manufacturing jobs, and others that required few skills and little education. It was not necessary that everyone graduate from high school or attend post-secondary school, and that the mix of jobs required in our economy was quite adequately served by a school system that effectively sorted students – those who would not succeed in school and would be immersed immediately into the workforce and those who would continue their education to serve in leadership and management roles and to be prepared as skilled technicians and professionals. Our workforce no longer has the need nor can many of our businesses and industries survive with employees who do not have a solid, basic education or are not equipped to continue to develop and learn throughout their working careers.

To suggest, however, that the education system exists only to provide a skilled workforce for business and industry is an extremely narrow point of reference. Education serves much broader purposes. Our democratic way of life is contingent upon a well educated people. As our work becomes more and more complex, the ability of our citizens to be able to read and comprehend with meaning and purpose, to be able to problem solve, to work effectively with others, to be able to

communicate articulately, orally and in writing, to be able to resolve difficulties with intelligence, and to have a working understanding of the basic principles of mathematics and science and a sense of history will be critical to the daily decision making that is crucial to living a productive and satisfying life, and for the preservation of our democracy.

As Thomas Jefferson observed, "If we think [citizens] are not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."

To quote from the July 1988 Maine Economic Symposium, "Our ability to define and act on the public interest depends on the effectiveness of our participation in the political process. If we are not educated about public issues or about the public decision making process, our institutions will not perform well."

Nationally, we are experiencing an approximate high school dropout rate of 26-27%. In Maine, that rate is somewhat more favorable at approximately 22%. It is clear, however, that our future does not allow for the wasting of potential that a one-out-of-four dropout rate delivers. The young men and young women who leave our public school systems without completing their high school educations are likely doomed to work opportunities and choices that are limited. Their options and opportunities are significantly diminished. What, then, does this suggest for the future? For this afternoon's purpose, we will focus on implications for public education, K through 12, post-secondary education, and continuing adult education.

More women will enter the workforce. Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women, and 61% of all women of working age are expected to have jobs by the year 2000. This factor will continue to influence family structure, and schools will become organized to better serve the changing family demographics. Hiring practices and formal preparation programs will change to place more women in school leadership positions. The greatest, untapped source of education leadership lies in our ranks of women who have not had opportunities to become our principals and superintendents.

Implications for Schooling. There will need to be a statewide effort to change attitudes and to increase or heighten expectations for educational attainment. The Aspirations Compact, which is a statewide effort to join in partnership business, community, and educational constituencies, focuses on increasing the aspirations of citizens toward three goals which include:

1. Raising the personal expectations of Maine students as measured by attitude changes concerning self-worth, academic performance, and career and vocation options.
2. Improving the academic performance of Maine students as measured by higher performance and reduced gender differences on Maine and national achievement tests and by an increased percentage of high school graduates.
3. Expanding educational, career, and vocational choices of Maine students as measured by an increased number of students continuing on to post-secondary education, reduction in gender differences in career and vocation choices, and an increased understanding of the world of work.

This initiative acknowledges the need to change thinking and attitudes about the level of education and expectation for all citizens. However, it is not only a societal attitudinal change that must be effected. What actually happens in our classrooms must also change. The current language to describe such comprehensive change is "restructuring schools." Schools in the past have been slow to change, making small changes over long periods of

time. Restructuring schools does not describe activities that tinker around the edges of our educational system. Restructuring signals more comprehensive change. If 22% of our students are dropping out of high school, forecasting for the future, then, would suggest that very different and comprehensive changes need to take place within the schooling environment to enable these students to be more successful. The overriding goal of restructuring is to provide a relevant and meaningful education for ALL students. All is emphasized. Although there will always be varying levels of performance among our students, instructional strategies, grouping, and the personalization of teaching will be significantly modified to reach more students. The sorting methods must change to enable more and more students to be successful, to complete high school education, and to complete post-secondary programs. Special education must shift from "pull out" programs to more and more integration into the regular classroom setting. More personalized teaching will better serve all students.

A summary of the elements to be considered in the restructuring of schools is of value here. The first is creation of a vision – a vision of what schools ought to be. What should our schools provide for students? As a result of their thirteen years in the public education system, what are the skills and knowledges and attitudes that our children should acquire? This may appear to be a fairly easy question to answer at first. However, the experiences of our Maine schools involved in restructuring suggest something quite different. We have found that school professionals and citizens alike are somewhat bound by their own education experiences. It is difficult to lose the trappings of our own experience as students or as teachers and principals and to create a vision of what could be beyond what we know to have been.

A second consideration is the necessity of building consensus. It is critically important that the vision created is one that is supported by both the local school system and the citizens of the community. Once a consensus is reached and commitments are made, the entire school staff and community can then move toward the fulfillment of the vision created. This teamwork requires significant communications – internally, within the schools system, and communications externally, to the citizenry. It also suggests more complete and meaningful relationships with parents and other community members. A focus on education for all children must be at the foundation of the vision and plans for restructuring schools. Decisions, then, about what is taught and how it is taught become crucial. The daily use of research, research methods, and current information must become second nature to teachers and administrators. What we know about teaching and learning environments must drive decision making.

A third element, decentralized decision making, appears to be making significant positive impact on those schools implementing such participatory methods. The decentralization shifts certain decisions to the school site itself. Teachers are expected to have significant involvement in making decisions regarding curriculum and the teaching and learning environment. Both the quality and quantity of learning time must be increased. The principal of the building becomes part of a team. The day must end where superintendents, principals, and other administrators assume that only they have the best ideas for how children learn and how schools should operate. This will require, however, a different array of skills for administrators and teachers alike. As their roles change, so must their preparation and so must their continuing professional development.

Assessment is another critical element. Currently, our measurement and assessment

vehicles are primarily paper and pencil type tests that largely measure mathematics, language, and vocabulary capabilities. The future will bring more sophisticated assessment and will consider multiple intelligences. The personalization of instruction will mean that each student will have an educational program that is more geared to his or her learning style and personal capabilities. Assessment of performance will become more a demonstration oriented where students will display what they know and what they are able to do in ways that measure their ability to apply skills and knowledge.

For whom will this restructuring occur? It will be for all. I would suggest that there will be several specific underserved target populations. One such population will be preschool children and their families. It is understood that children enter our public school systems with significant differences in experience and language development that place some children in jeopardy as they step through the schoolhouse doors on their first day of kindergarten. In order to effectively reach all children, eventually leading to school success for all students, the restructuring must begin at preschool levels. This does not suggest that formal classroom instruction will start earlier for children, but it definitely suggests that the schools will work more closely with parents and other agencies serving children to make the transition into school as positive as possible. Close coordination and common goals shall assure that preschool programs and day care programs will be part of a preschool environment that supports all children with opportunities creating an equal start in school. This change will require that the school systems reach out more to the community and reach out in different ways to work with parents and care providers of our youngest children.

A second targeted population will be adult learners. The 1980 census indicates that 238,000 Maine adults do not have a high school credential. In order to serve this population, more flexible and responsive literacy programs and adult basic education programs will continue to be created. More businesses will be involved in schools, job-training programs, and community resource programs. The investment of corporations in employee education and retraining – now some $80 billion a year – will double by 2001.

HIGHER EDUCATION

Implications for Higher Education. The forces driving the restructuring of schooling are also working on higher education. Formal education, in the words of Ernest Boyer, is a seamless web, and changes at one level sooner or later affect other levels. As we direct our attention to higher education, we will emphasize five sets of forces that we perceive as currently having the greatest influence on policies, programs, and practices in post-secondary education. The categories will also assist you as you generate your predictions about what will be different over the next twenty-plus years. The winds of change, as we view them, deal with:

- Economic Development
- Laws and Regulations
- Advocacy Groups
- New Technologies
- Soft Monies

Economic Development. The mounting and shifting economic needs of a global society entering the so-called age of information appears to be a major source of change in higher education. In Chancellor Woodbury's annual address to the Maine State Legislature last Tuesday, he described numerous changes across the University System instituted since 1966 in response to such needs. Audni Miller-Beach, head of the Maine Vocational Technical Institutes, could do the same in reporting on two decades of development, as could the

presidents of the private universities of Maine.

The innovations completed, those underway, and those of the future, represent a broad band of change. They include new programs for new roles and occupations, additions to and adjustments in traditional programs, partnerships between institutions and private sector parties, new arrangements to provide continuing education and retraining for individuals in Maine's professional and occupational workforce, and heightened research activity both in arrangements and productivity.

One can safely predict that such responses, as well as others, will continue into the future. It is also predictable that the type and number of changes will be closely related to the emergent needs of greatest economic urgency. Hence, economic projections aid forecasting of educational futures.

Law and Regulations. Even though higher education, relatively speaking, is the most autonomous level of education, laws and regulations have considerable influence over what changes are contemplated and implemented. Much of the influence is concerned with matters of health and safety. However, academic programs, activities, and services are regularly affected in areas of public concern, such as occupational licensure and professional certification.

Current examples exerting major influence on post-secondary institutions are the Education Reform Act of 1984 and the new state regulations for the certification and recertification of educators. Although these mandates largely impact colleges and departments of education, new endorsement regulations require subject matter concentrations for inservice teachers that can be offered only by arts and science faculty members.

With the public's continuing interest in educational improvement, we can anticipate that regulatory bodies will persist in their efforts to influence changes in all dimensions of higher education. Thus, laws and regulations also offer insights into changes on the horizon.

New Technologies. The preceding categories of change "exciters" tend to prescribe the changes desired. New technologies speak more to the capacity for change by offering new means to perform regular functions more effectively, or simply differently. Consequently, new technologies are not good predictors of what future changes will be like; but, by their nature, they can be counted upon to be durable internal forces for change. The change outcomes of new technologies are best predicted once it is known how they are to be utilized.

To use a current example, consider what changes might take place in higher education due to computers and an interactive television system. The list could be limitless and as broad as one's imagination. But, in contrast, consider what is likely to happen when faculty members employ television and computers in their normal teaching assignments. The latter instance forces consideration of organizational constraints which makes it more likely to lead to accurate predictions.

Used appropriately, however, new technologies offer useful guides to forecasting change in education.

Advocacy Groups. Potential changes proposed by economic development needs and regulatory mandates (occasionally aided by new technologies), inevitably add up to more changes than any unit of higher education could possibly implement or afford. Consequently, priorities must be set and difficult choices made. As officials begin to do this, political forces rally to influence the ultimate decisions.

Advocacy groups play a vital and influential role in determining what changes are made in higher education. Recent changes in higher education associated with identifiable advocacy groups include an engineering program at USM, a new degree program in Hotel,

Restaurant, and Tourism Administration and Management at UM, and a newly-created Lewiston-Auburn College.

Looking to the future, the emerging Maine Aspirations Compacts (which are advocacy groups composed of multiple constituencies with common concerns related to education) should play a significant role in influencing future changes in the educational enterprise.

In any event, familiarity with advocacy groups and their educational agendas provides guidance in predicting educational changes.

Soft Monies. History tells us that "soft monies" (funds from individuals, private foundations, or the federal government), have considerable influence over what changes take place in higher education. Obviously, some of these funds are provided to support special interests. On the other hand, capital fund drives and certain forms of philanthropy provide unrestricted funds which can enhance changes determined by the various units of higher education.

Consequently, knowledge of "other than state" funding sources can also aid predictions of what might change. This is particularly true of special interest funds.

In Conclusion. Needless to say, many changes in higher education come internally from leadership within the educational units. Our remarks have not intended to overlook or to slight this significant source of innovation. In all cases of change, however, the forces for change that we have identified are likely to have some influence on whatever changes are undertaken. Our emphasis on external forces is only because they offer more assistance in forecasting change. Information about internal intentions for change is too hard to come by.

Summary. We have tried to point up the topic of schooling and higher education by offering relevant demographic data, identifying assumed educational needs, describing selected changes underway, and recommending selected forces that affect educational change as a device to aid your predictions as to what might be different in the future. Thus ends this presentation. It is now time to hear what you have to say. Thank you for listening.

Recorder's Notes

The first topic of discussion dealt with the reasons for delays in moving forward with our educational goals. In large measure, most of our resources are used in maintaining the status quo. The second point deals with the needs of specific industries, with industry's role in training employees, and with the desirability of co-op programs. The third area of discussion was scheduling and facilities. The difficulty lies in how to provide the wide range of courses that students want in locations which are accessible to them. Making better use of all educational facilities was suggested.

Next, the issue of "inter-institutional planning" was discussed. State government and the university are working more closely. All concerned organizations need to come together. In doing so, issues can be identified as a first step toward reaching solutions. The fifth topic discussed was restructuring schools. The main points in restructuring include:

- interdisciplinary approach to team work
- mainstreaming 90% of special education children into regular classrooms
- the use of technology (computers, etc.)
- focus on multiple intelligences rather than I.Q.
- focus on achievement grouping rather than ability grouping
- the teaching team as a decentralized, decision-making unit
- focus on all students
- breaking the strict time boundaries of class sessions
- use of teacher as researcher

The final point deals with recommendations concerning mathematics and science. "Research indicates high acceleration for those doing well." However, this approach is not recommended for social studies, language, and literature. In the science area, elementary teachers need to be more knowledgeable about science and the subject matter needs to be introduced at an earlier stage of elementary education.

What Will Remain As We Know It Now and What Will Change in Social Mobility Over the Next Twenty Plus Years?

Deirdre M. Mageean

In the current economic climate of growth and low unemployment it is not surprising to find renewed optimism about the opportunities for upward social mobility within the occupational structure of the State of Maine. In order to properly interpret the current economic trends and projections we have to focus on three areas: changes in the economy of Maine; changes in the labor force, particularly demographic changes, and the labor market; and, changes in the class structure and how this affects our perception of social mobility.

Maine's Changing Industrial Structure

Since the 1970's the industrial structure of the New England region in general has been marked by a number of changes. Heavy industry has declined significantly and the movement toward nonmanufacturing jobs has grown. There has been a transition from the manufacture of nondurables such as apparel, textiles and shoes to the manufacture of durables such as electrical machinery. Overall the industrial base of the region has diversified – there are more small businesses and more export-oriented businesses. According to a recent report, Miane's economy has the most structural diversity of any state in the country.[1]

Maine has been minimally affected by decline in 'heavy' industries and, therefore, has not suffered the structural unemployment and downward mobility that has been experienced by other states. It has, however, experienced loss of employment in traditional manufacturing areas such as shoe-manufacturing and textiles (see Table 1, page 66). The most significant shift in the economy has been the growth in the trade and service sectors (see Table 2, page 67). Seventy-five percent of the population now works in these jobs, compared to 58% in 1980 and this trend is likely to continue in the near future. Part of this increase reflects the 'loss' in manufacturing as a result of the closing of several mills and factories in the last decade but it largely reflects real growth in areas such as tourism, health services and the retail sector. Consequently, there has been a significant shift from blue collar to white collar jobs. This shift has been further strengthened by the higher than average growth in high technology jobs in the State. Although still representing a small proportion of jobs (estimated to be one of out of 11.1 workers in 1990[2]), they are seen as desirable jobs.

Within the manufacturing sector, it is usual for jobs in durable manufacturing to be better paid and to have higher status than in non-durable manufacturing. However, in Maine the State's highest paid production workers are in the non-durable sector, i.e. the pulp and paper industry. In the next decade, at least, non-durable manufacturing will continue to

[1] *Report of the Corporation for Enterprise Development*, (1989) Washington, D.C.
[2] *Industrial Demand and Vocational Supply 1980-1990*, (1984) Maine Occupational Information Coordinating Committee.

be the bigger employer but it will grow much more slowly (4.8%) than durable (36.2%).

Maine's Changing Labor Force

Within the nation, as a whole, the changes in the labor market over the last quarter-century have been nothing short of revolutionary. In 1975, there were 46 million more people in the U.S. civilian labor force than there were in 1960. This rapid growth was due to two causes – the great increase in female participation (they accounted for 61% of the increase) and the entry of the baby-boom generation into the workplace. The people who joined the labor force in those years were better educated than any previous generation in American history. In 1987, 85% of the labor force aged 25 to 64 had completed high school and 25% had four or more years of college.[3] Despite their high qualifications, many baby-boomers have experienced delayed or blocked social mobility because of the sheer competition of numbers in the workforce. The scenario for the next quarter century is almost the reverse of the previous one.

For the period 1985-1995, the U.S. Bureau of Labor Statistics is projecting a 12% increase in the labor force compared to the 23% growth in the years 1975 to 1985. This reduced growth reflects the fall in the number of people entering the work force as a result of the drop in births since 1965. Other major trends which have been predicted to occur in the workforce from now until the year 2000 are:

- The average age of workers will fall.
- More women will be on the job.
- One-third of new workers will be minorities.
- More jobs will be in services and information.
- The new jobs will require higher skills.

Apart from the third, these trends are likely to occur within Maine's labor force. The number of women in the workforce, particularly women with children under 6 years of age, has increased considerably in recent years and this trend is likely to continue. Indeed, the social mobility prospects for women look promising. It is anticipated that most future labor force growth will come from groups that traditionally have been underutilized and have had trouble finding rewarding jobs. Women, particularly women from low socio-economic levels, along with members of minority groups and immigrants, will account for more than 80% of the net additions to the labor force between 1985 and 2000.[4]

In contrast to the experience of the baby-boomers, those presently entering the workforce will find that there is a considerable demand for their labor. Their's will almost be a seller's market. Labor shortages are already being felt in rapidly growing suburban areas and in certain categories such as unskilled and seasonal work. In a seller's market the prospects for social mobility would normally be good. However, the projections of labor force participation show that the new entrants in the next decade will not be as well educated as those who entered between the years 1965-1985. As such, there will be a mismatch between the demands of business and the quality of the labor supply. This is of particular concern in this state where high school drop-out rates remain high and the percentage of college educated remains lower than the national average. Prospects for mobility are reduced if the population cannot avail themselves of jobs because of lack of suitable qualifications. There is a growing concern about the availability of workers needed to deal with sophisticated technology and information-oriented busi-

[3]Merrick, T.W. and Tordella, S.J. (1988) 'Demographics: People and Markets', *Population Bulletin*, VOL. 43, No. 1, p17.
[4]Fullerton, H.N. Jr. (1985) "The 1995 Labor Force: BLS' Latest Projections," *Monthly Labor Review*, November, pp17-25.

nesses. Thus, those workers who possess the skills in demand should experience considerable upward mobility. The long term prospects for the unskilled are poor.

The annual average wage of Maine workers is lower than in many states, even in areas of employment such as high technology. The response which is frequently given to this complaint is that lower wage costs will attract firms into the State. Against this, it has to be pointed out that firms are not likely to locate if a pool of sufficiently trained labor is not available. A necessary condition for economic development is the availability of such a pool of labor. It may well be that in a situation of a national labor shortage, there would be selective out-migration of skilled and well qualified individuals to states which offered higher wage levels. In terms of the social mobility of these individuals such would be optimal, but for the State which educated those individuals, there would be no return for the investment in that human capital. Hence, if economic development and opportunities for employment and occupational advancement are to be assured in the next twenty years there is a need for extended education and training programs. However, there is also a need to ensure that wage levels are sufficient to retain the labor pool.

Structural Changes and Our Perception of Social Mobility

An examination of current trends and projections of Maine's socio-economic structure shows that there are two forces affecting social mobility. The first is largely demographic by nature, namely a reduction in the labor force as a result of reduction in births in the last twenty years or so. The resultant situation of a 'seller's market' should help to 'open up' the system and allow for increased mobility for those with adequate skills and education. The important qualification here is that these opportunities will be best for those who have the skills in demand. Education has always played a critical role in social mobility. The impact of formal schooling and training on adult status is even greater than family background. Its role will be even more critical in the years to come.

The second force affecting social mobility is largely a result of structural changes in which segments of the labor force are upgraded to higher-status and higher-paying jobs; for instance, the shift from blue-collar to white-collar jobs. However, we have to be careful in interpreting these changes as signs of upward mobility.

In common with the rest of the country, Maine has experienced a shift from blue-collar to white-collar employment. In this state, much of the growth in white-collar jobs has occurred in the service sector. Many of these jobs, however, are not well paid and are of a part-time nature. It is significant that many of Maine's 'working poor,' especially women, are employed in this sector. A white-collar, non-manual job may have higher status but frequently it does not bring any increase in wages and, sometimes, brings actual wage decline. Some of the jobs are ones which are highly routinised, have little job security and offer poor prospects for career advancement.

According to census statistics, there is now a higher proportion of white-collar workers than blue-collar workers in the country. Sociologists and economists are rightly cautious in interpreting these shifts as real social mobility. Instead, as we move into a post-industrial society, they talk of a restructuring and development of a new class system. Hence, when we look at the areas of growth and change within Maine's social and economic structure in the future, we must look not only at the classification of the jobs but also at the wage levels, security and whether there is a real career structure. Only when there are accompanying improvements in these areas can we speak sensibly of upward social mobility.

Table 1:

MAINE STATEWIDE
Twenty-five Fastest Declining Occupations, 1984-1995*

Occupation	Employment 1984	Employment 1995	Percent Decline
Loom fixers	144	74	-48.6
Railroad car repairers	153	84	-45.1
Stenographers	1,063	598	-43.7
Sewing machine operators, regular equipment, garment	1,956	1,119	-42.8
Floor workers, footwear	604	354	-41.4
Skivers	255	150	-41.2
Cementers, machine joiner	283	167	-41.0
Shoe parts sewer, hand	786	465	-40.8
Cementers, pasters, backers, or fitters, hand	437	259	-40.7
Fasteners, machine	146	87	-40.4
Stitchers, utility	239	143	-40.2
Railroad brake operators	177	106	-40.1
Repairers, shoe finish	290	174	-40.0
Stitchers, standard machine	3,088	1,858	-40.0
Treers	100	60	-40.0
Buffers, shoe parts	129	78	-39.5
Trimmers, machine	160	97	-39.4
Sprayers, hand and/or machine	123	76	-38.2
Sorters, leather	137	85	-38.0
Sewing machine operators, special equipment, nongarment	450	286	-36.4
Tackers, togglers, and pasters	125	80	-36.0
Die cutters and/or clicking machine operators	892	625	-29.9
Winder operators, automatic	103	73	-29.1
Spinners, frame	446	325	-27.1
Sheriffs	181	135	-25.4

*Among the occupations which employed at least 100 workers in 1984.

Source: Maine Department of Labor

Table 2:

MAINE STATEWIDE
Forty Fastest Growing Occupations, 1984-1995*

Occupation	Employment 1984	Employment 1995	Percent Increase
Strippers, printing	116	224	93.1
Paralegal personnel	258	489	89.5
Photo processing workers	222	400	80.2
Instructors, reducing	284	494	73.9
Travel agents or travel accommodation appraisers	207	354	71.0
Guides, sightseeing or establishment	104	176	69.2
Game and ride operators, concession workers	136	228	67.7
Garbage collectors	432	724	67.6
Servicers, cash register service	273	449	64.5
Electrical engineers	685	1,098	60.3
Sports instructors	220	352	60.0
Tax preparers	207	330	59.4
Medical assistants	393	624	58.8
Peripheral EDP equipment operators	110	171	55.5
Machine tool setters, metalworking	130	201	54.6
Computer programmers	573	885	54.5
Data processing machine mechanics	138	213	54.4
Duplicating machine operators	136	210	54.4
Machine tool operators, numerical control	166	253	52.4
Offset lithographic press operators	395	598	51.4
Camera operators,printing	117	177	51.3
Systems analysts, EDP	534	808	51.3
Claims clerks	316	477	51.0
Guards and doorkeepers	2,658	4,012	50.9
Machine assemblers	339	506	49.3
Electrical and electronic technicians	1,437	2,129	48.2
Child care attendants	373	552	48.0
Claim adjusters	303	448	47.9
Encapsulators	115	170	47.8
Insurance sales agents, associates, and/or representatives	1,248	1,829	46.6
Recreation facility attendants	416	609	46.4
Food preparation and food service workers, fast food preparation	4,195	6,138	46.3
Milling/planing machine operators	255	373	46.3
Industrial engineers	531	762	43.5
Opticians, dispensing and/or optic mechanics	182	261	43.4
Washers, machine and/or starchers	340	485	42.7
Computer operators	687	980	42.6
Special agents, insurance	214	304	42.1
Punch press operators, metal	168	238	41.7
Drill press and/or boring machine operators	171	242	41.5

*Among the occupations which employed at least 100 workers in 1984.

Source: the Maine Department of Labor

The Growing Inequality in Income Between the Rich and Poor
Geoffrey W. Green

The point of my remarks is to suggest that the growing national trend toward greater inequality of income between rich and poor is a major factor influencing social mobility. By way of background, I want to start by considering a few facts:

- Despite the economic expansion which has occurred during the 1980's, the poverty rate has not dropped proportionately to the drop in unemployment.
- The poverty rate among children has soared. One in five children now live in poverty, and the rate is even higher (almost 1 in 4) for children under age 6.
- The number of working age people who work and are still poor has increased by 60% since 1978.
- The poor are getting poorer. The average incomes of those living in poverty now fall further below the poverty line than in any other year except 1983 (when we were in the depths of a recession).

In addition, the proportion of those living in poverty are *very* poor (incomes below 50% of poverty) is increasing.

How can this be?

All of the data and statistics we see on the nightly news every day indicate that our economy is generally prosperous. Those statistics, however, do not necessarily tell the whole story. Let's take a hypothetical group of five people. Let's say that one person's income increases by one hundred dollars a week. Two peoples' income stay the same, and two people see their incomes decrease by twenty dollars a week.

If we look at that group in the aggregate, it appears that income has increased by an average of twelve dollars per person, and you would be likely to assume that the group is doing well. In fact, however, two of the five people in our hypothetical group are actually worse off, and only one of the five is better off. This is essentially what is happening within our society as a whole.

The attached chart, which is based on U.S. Census Bureau Data, illustrates the same phenomenon. It shows that the wealthiest two-fifths of our population receive an increasingly large percentage of total national income, while the poorest three-fifth's of the population are receiving a smaller and smaller share of total national income.

Most people haven't yet begun to feel the effect of this growing disparity because as long as the pie continues to grow, it doesn't necessarily matter that you may be getting a smaller and smaller piece of it. But if when the pie stops growing, the effects of this growing inequality will become increasingly apparent.

Why is this happening?

The redistribution of income among individuals in our economy is accomplished through tax policy and budget policy. Decisions in both of these areas have accelerated the trend toward increasing inequality. The most significant thing that was accomplished by the tax cut of 1981 was a reduction of the

income tax rate for those with the highest incomes. As a result of that and other tax policy changes, the wealthiest now pay a smaller percentage of income in taxes than they did a decade ago. Middle and lower income groups are generally paying more as a percentage of family income.

On the expenditure side, programs benefitting low income people have incurred over one-third of all the federal budget cuts which have occurred since 1981, despite the fact that they represent only one-tenth of the federal budget.

One outcome of the federal tax and budget policies of the 1980's has been unprecedented growth in the national debt. As a result, we are now paying over two hundred billion dollars a year in interest on that debt. Since interest payments, which now represent approximately 20% of the federal budget, are paid to those who own treasury bills, this expenditure is increasingly being seen as a massive transfer of income to the wealthy.

Clearly, therefore, are a number of things going on with respect to our national tax and spending policies which tend to exacerbate the trend toward increasing inequality in the distribution of income.

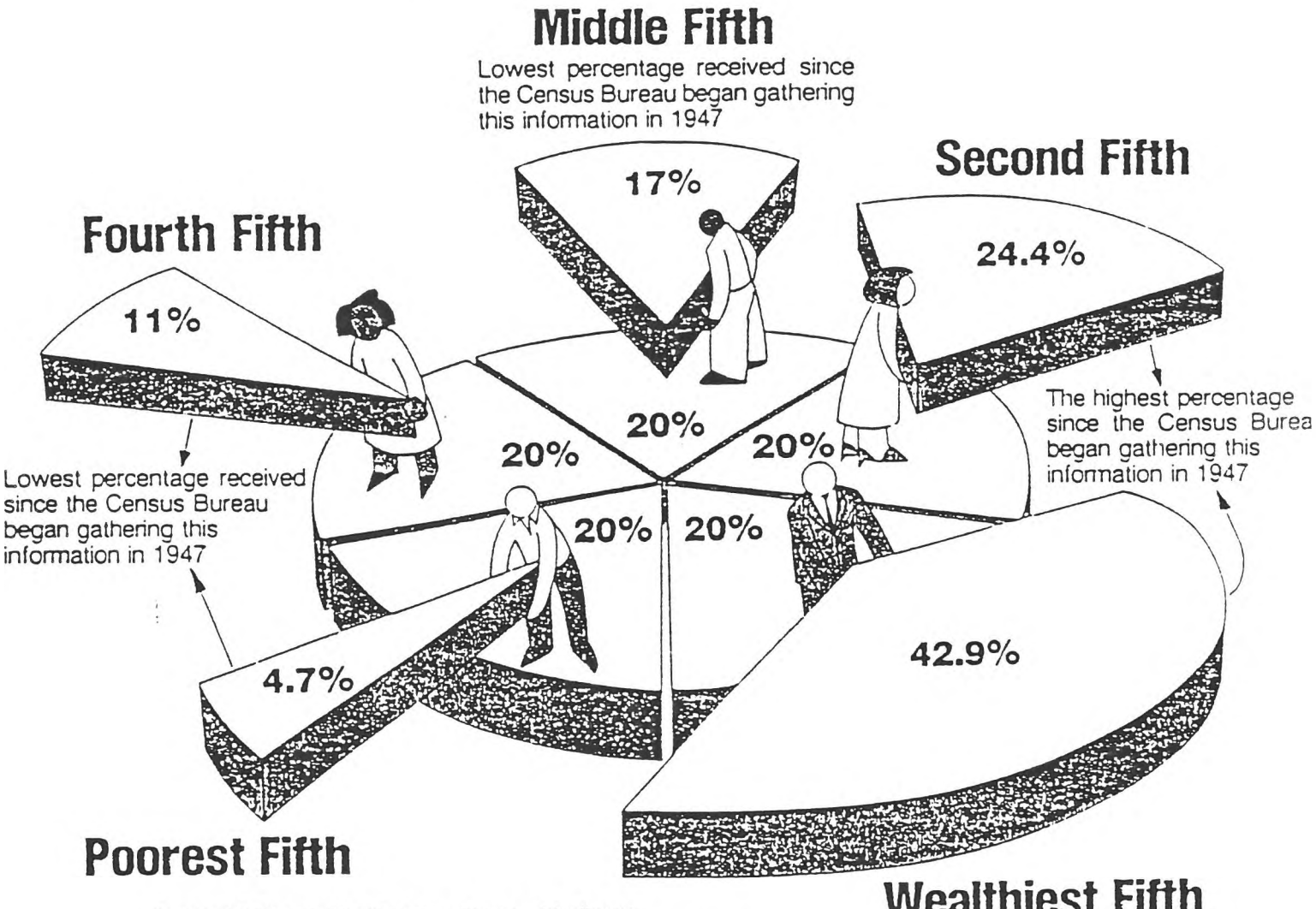
What does it all mean?

The growing gap between rich and poor has important implications for social mobility. It means that the poor will likely become poorer. It means that it may be increasingly difficult for them to escape poverty. And it means that the children of middle income people will find it increasingly difficult to maintain the standard of living their parents enjoy. We're already seeing the effects, for instance, in the so-called "affordable housing" crisis. Fewer and fewer middle income families – even those with two wage earners – can afford to purchase a home. For the poor, of course, the problem is affording any kind of housing, and homelessness has become one of the most compelling social problems of our time.

In the most extreme scenario, this growing disparity could ultimately result in the creation of a two-class society, with all of the social, political and economic problems that that would entail. At the very least, it may require us to change our economic development strategy to reflect some new realities. For instance, our strategy may need to recognize the fact that a job isn't necessarily a ticket out of poverty anymore. And it may need to be broad enough to address the needs of those who are not in the workforce, including the elderly, children and single parents without access to child care, who represent a growing segment of the population.

The Rich Get Richer, The Poor Get Poorer

Percent of National Income that each Fifth of the U.S. Population Receives



Source: U.S. Department of Commerce, Bureau of the Census, *Money, Income and Poverty Status of Families and Persons in the United States: 1984* August 27, 1985

Recorder's Notes

The decrease of men in the labor force is not due to an increase in women, but mostly due to the fact that women are outsurviving men.

There has been a reduction of skills in the whole labor market and not just in the baby-boom generation.

The government will have to look at things that it can do for the people who do not possess the skills to look for and get a job.

We will have to consider how the educated will be replacing themselves, because as the population gets older we will be facing a labor shortage. We also have to consider how automation is going to replace workers.

Social mobility is achieved by some people by such things as labor shortages and demands for certain skills.

People have to be invested in (in terms of education and skills). Companies continue to invest in upper management but fail to invest in workers.

Investment by companies in people and communities is needed in order to get quality. Short term investments equal short term returns.

Many U.S. businesses have moved oversees and taken jobs from the people. We are in competition with other workers willing to make less.

Leadership has failed to see the competitiveness and the country (U.S.) has not come to grips with losing its competitive edge. This commission is on the leading edge in this country and must lead the other states in the same direction.

We are not teaching people to be adaptable in a changing world.

We must introduce our market in the world markets and equip our people to deal with other countries in order to market our products, such as Japan has done.

Closing Remarks
Nathaniel H. Bowditch

Director Designate, University System/State Government Partnership Program

I have four tasks this afternoon and I will perform them briefly.

The *first* is to express, on behalf of the Commission on Maine's Future and the Partnership Task Force, our thanks to: Dr. Bonnie Guiton, all panelists, Leslie Cosgrove of The Christie Associates, Partnership Program staff (Dr. Harlan Philippi and Carol Collinson) and all of you for coming and participating with such enthusiasm.

The *second* is to inform you that Dr. Guiton's remarks, together with session presentations and discussions will be published and mailed to all conference registrants.

The *third* is to tell you where I see us going from here.

The Partnership Program is for real! Both the Governor and the Chancellor are behind it solidly with a commitment of resources – both time and money. Their commitment is based on the observation that CHANGE has arrived in Maine. We must understand that change, explore its implications and be prepared to adopt policies to cope with it.

The goals of the Partnership Program are to pursue a Research Agenda for Maine, marshal the teaching resources of the University System to address the professional development needs of state government employees (and perhaps all of Maine's public sector employees); and be a catalyst and facilitator for a series of joint University-State Government activities.

Today's session has highlighted and helped us understand and explore some of the items that ought to be part of a research agenda for Maine. A next step will be to firm up that research agenda.

My *fourth* and final task is to make sure you each fill out the card in your agenda packet which will help us to develop a focus for those proposed regional forums.

Thank you for your energy and foresight – they will not go for naught.

Contributors to Vision 2020 Conference

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List of Recorders

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Shawn Gilbert
Rowena Lane
Freddie K. Miller
Priscilla Miller
Stacey Slack
Mary Sylvian

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Abbott, Nikki
Abbott, Dr. Thomas
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Anderson, Annette Ross
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Bechtel, Mark
Bilodeau, Cathy
Bowditch, Nathaniel
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Miller, Freddie
Miller, Priscilla
Mingo, James
Morrison, Charles
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Stevens, Les
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Thibeault, Bette
Toner, Dr. Jim
Trubee, Elaine
Vanderweide, Doug
Watkins, Dr. Julie
Winn, Glenda
Woodbury, Chancellor Robert
Wright, Howard

Responses Received from Cards

Topics of Interest:

50 education
35 work
33 institutions
21 children and elderly
21 families
19 social mobility
18 settlement patterns
16 citizen
18 other:

1. government/university/private business participation
2. state/university partnership program
   a. training
   b. applied research
   c. academic and practical exchange
3. impact on insurance/health care industry
4. health care as opposed to sickness treatment
5. manufacturing excellence
6. development (2)
7. disparity of equality of wealth issues
8. employee motivation training
9. alternative education: programs and reforms that work
10. business/higher education (2)
11. higher education/public schools partnership planning
12. migration patterns: inter & intra state patterns
13. career guidance
14. growth management
15. real estate development
16. expanding and researching special education

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KENNEBEC JOURNAL

MAINE NEWS IN BRIEF

Jobs of the future present new challenges

By KARLENE K. HALE
Staff Writer

AUGUSTA — Maine's challenge for the next century will be preparing a changing population for a new economy.

And how well the state handles the challenge will depend on how its schools meet changes in the workplace, an official with the U.S. Department of Education said Friday.

"Today, a minimally trained high school graduate can still fill a slot on the assembly line," Bonnie Guiton, assistant secretary for the Office of Vocational and Adult Education, told a conference on Maine's future.

"Tomorrow, the same worker will have to deal with computers and tasks born of increasingly complex technologies," Guiton said.

Right now, she said, low-skilled workers — machine tenders, laborers, blue collar supervisors — fill 40 percent of all jobs in the country.

But in the next century, only 27 percent of all new jobs will require low skills, Guiton said.

The jobs of the future will be professional, managerial, and sales and service slots, requiring more lawyers, more scientists and more health professionals, Guiton said.

"All these changes present some interesting challenges and opportunities to you here in Maine," she said.

Education, she said, will have to stress basic skills, particularly new ways to bring mathematics, science and reading into the everyday lives of students.

Business and industry must work with education to make sure the school curriculum meets labor market needs, she said, and tabs must be kept on student performance.

Guiton said Maine is already meeting the challenge of the future with its comprehensive vocational-technical system, and state officials' emphasis on preparing Maine people for the future.

Maine also has the challenge of meeting the needs of a work force that is getting older, said Guiton, who said nationwide the population "is becoming greyer, less white, and will literally stop growing within 50 years."

By the year 2030, she said, there will be 1 million more deaths a year than there are today. At the same time, the birthrate will continue to fall.

And within the next 100 years, white Americans, with the lowest birthrate, will be on the verge of losing their majority to three minority groups, blacks, Asians and Hispanics, Guiton said.

These trends, which have already begun, come as the nation, and Maine, move from a self-contained economy to a global one, she said.

"The United States is now linked to the world marketplace, whether we like it or not," she said. The trick is to remain on the competitive edge of that marketplace, she added.

"The experts all agree that if America is to successfully compete in the expanding global competition, it must produce a well-educated, highly literate workforce," she said.

"This means people who can read, write, and comprehend," she said. "We simply cannot escape the fact that education is the key element of global competitiveness," she said.

While future population growth in Maine will swell the state's major cities, the majority of the people in state will continue to live in small towns and rural areas, Guiton said.

"It might be well to consider the future of rural Maine," she said. "Specifically, you might want to consider ways in which your education system can most effectively reach rural residents," she said.

Maine, she said, could be a significant trading partner within the European Common Market once international trade barriers are dropped in 1992.

"And I don't think I need to say much about the potential future for free trade with Canada," she said, referring to the U.S.-Canadian Free Trade Agreement.

"Let me suggest that 1992 could be a significant opportunity for Maine business and industry," she said.

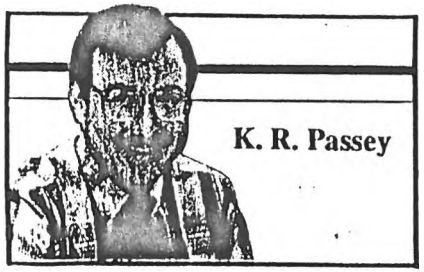
Friday's day-long conference, titled "Vision 20/20" to call attention to the ways Maine and the nation will change in the next two decades, was sponsored by the Commission on Maine's Future and the Task Force on University-State Government Relationships.

Comment & Opinion.

Who's minding the store?

Gerry Waldren had a good little business going. There were three employees, prospects looked bright, Waldren's partner was enthusiastic and putting some motivated time in on the road that was producing dividends.

In fact, Waldren's partner was so



K. R. Passey

motivated, and looked like he was having such a good time, that Waldren decided to go on the road as well. The company could always use the extra income Waldren could generate.

And that is what happened. For a short time, things were great. The extra income Waldren produced was spent on asset acquisitions and recreation perks. Waldren and Waldren's partner were both spending heavy time allotments away from the store.

Then things started to go bad. The employees seemed to lose their drive. Their productivity in all areas dropped. They stopped caring about work. Waldren noticed little fibs, absenteeism and shoddyness on the increase.

Waldren's solution was to spend more time on the road and encourage the partner to do the same. The good little business got worse and worse and finally broke apart.

Any experienced business person can find the problem in this case study and tell you how to solve it. We don't even need a high priced consultant to diagnose the problem, right?

Wrong.

Because this good little business was Gerry Waldren's family. And although this story is meant to be an allegory, family's like Gerry Waldren's are living in every part of Maine.

The reason I know we don't know how to diagnose and solve this problem is because I spent most of last week listening to some of the brightest minds in our state, including our Governor, say we have a growing problem among our existing workforce and our youth (our future workforce).

That problem is poor motivation, a lack of education, and — to my mind — a lack of values and perspective.

When Art Davis, Manufacturing Excellence Program Manager for Digital Equipment Corporation in Augusta mentioned last week at the Vision 2020 Conference the dollars Digital was spending to train employees in problem solving, other business owners in the audience were shaking knowing heads. And the question was asked, why haven't these and other skills been taught and internalized long before now?

When Michael Hillard, an assistant professor in the School of Business at USM, and John Dorer, Director of the Training and Development Corporation, outlined the critical training and motivation problems facing employers in the future, many of those employers were saying to themselves, "Future? I'm facing that now!"

But when Deidra Mageean of the U of M, and Michael Fitzpatrick, Director of Family Services at the Department of Human Services, outlined the horrors of family and child nurturing problems, many did not make the connection.

Later that night at the Oxford County Republican Party meeting I heard the Governor suggest the way to solve our problems in the workforce would be to get more mothers into the workforce. He said we already have 56 percent, and a minor three percent increase in working women would go a long way to relieving the labor shortage.

He might be right in the short run. But in the long run is it a wise course to encourage our best trainers, and value and motivation imparters to leave the shop and go on the road to sell?

I recognize the problems of female poverty that exist and are on the increase. I realize many women must work for a variety of reasons that seem logical. I know it is certainly not popular to oppose the growing voice among women that says they have a right to the workplace.

Nicols Fox, a writer and editor living in Maine who recently had an editorial published (February 13) in Newsweek titled "What Are Our Real Values?" said some things worth considering.

"The trouble is," Ms. Nicols writes, "real American values are expressed not by what we say we wish for, but by what we really do...We love our children, but how many children come home to empty houses during the day? We believe in families, but how many families sit down to eat together anymore?"

We extol the virtues of Maine as a good place to raise a family. Can we then put into action programs which divide the family? Do we really mean Maine is a great place to have a day care center raise a family?

Alternate solutions will not be easy to find. Certainly it is true that a father should be able to nurture as well as a mother at home.

The point is, if we are concerned about shoddy products, someone needs to be watching the store. ◆